

SELF-PACED MODULE #1 FOR SUBSTANCE ABUSE PROFESSIONALS USING INTERNET EXPLORER

AN INTRODUCTION TO INTERNET EXPLORER AND THE WEB



The World Wide Web (WWW) is the most recent attempt to organize and make accessible the wealth of information on the Internet. The goal of the web is universal readership, which would mean that eventually all information on the web will be available to anyone in the world with (a) an Internet connection, (b) a computer, and (c) one kind of software, called a browser.



Believe it or not, much of the thinking that went into the concept of the web was done by President Roosevelt's Science Advisor, Vannevar Bush, who wrote an article entitled "As We May Think" in 1945. The article was published in Atlantic Monthly, and in it, he described his idea for what we now call hypertext, the basic concept upon which the web is founded.

SELF-PACED MODULES FOR SUBSTANCE ABUSE PROFESSIONALS

These modules are self-paced, self-contained instructional units intended for substance abuse professionals who are interested in increasing their skills in using the World Wide Web and finding information quickly and efficiently.

The Self-Paced Modules are available in two separate publications:

- 1. NETSCAPE COMMUNICATOR - SELF-PACED INTERNET MODULES**
- 2. INTERNET EXPLORER - SELF-PACED INTERNET MODULES**

Each publication contains four modules:

- 1. AN ORIENTATION TO YOUR BROWSER**
- 2. FINDING INFORMATION ON THE WORLD WIDE WEB**
- 3. USING BOOKMARKS**
- 4. USING YOUR BROWSER TO READ AND MANAGE YOUR MAIL**

The step-by-step instructions in each module contain horizontal lines just to the left of each step so that you can check it off as you complete it.

We hope you enjoy these lessons, which will permit you to learn what you want, when you want, and at your own pace.

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INTERNET EXPLORER

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APPENDIX A ~ INTERNET RESOURCES

If you would like to know more about Vannevar Bush, visit the following WWW sites:

Vannevar Bush's 1945 Report to President Roosevelt -
http://www.physics.uiuc.edu/ysn/docs/html_articles/VBush1945.html

Full Text of Vannevar Bush's 1945 Atlantic Monthly Article Entitled
"As We May Think" -
<http://ccat.sas.upenn.edu/jod/texts/vannevar.bush.html>

Vannevar Bush and the Memex -
<http://www.stg.brown.edu/projects/hypertext/landow/ht/memex.html>

Links to Vannevar Bush References -
<http://www.ausbcomp.com/~bbott/wik/bushref.htm>

From Memex to Hypertext: Vannevar Bush and the Mind's Machine -
http://www.stg.brown.edu/projects/hypertext/landow/cv/Reviews/Nyce_977.html

The Electronic Labyrinth's Vannevar Bush Page -
<http://jefferson.village.virginia.edu/elab/hfl0034.html>

Vannevar Bush: 1890-1974 -
<http://www.home.gil.com.au/~bredshaw/bush.htm>

(The second of these sites contains the full text of his 1945 article "As We May Think".)

The key factor that makes the WWW different from other Internet applications is the use of the hypermedia format. In the hypermedia format, various documents or items of information in various formats (text, audio clips, images, or video clips) are linked.

The information itself resides on any of the millions of computers, anywhere in the world, with an Internet connection. Users negotiate through the information by choosing various highlighted words or symbols, which then lead to additional information on the highlighted topic. The result is that a person can create his/her own unique pathway through the information.

The advantage that will be most obvious to an experienced computer user who is using the WWW for the first time is its simplicity. There are a variety of programs that can be stored on a personal computer that provide the user with a way to access the WWW. These programs are called browsers.

The most popular browsers are Netscape Navigator and Microsoft's Internet Explorer. This publication assumes you are using Microsoft's Internet Explorer. (There is a separate publication available if you are using Netscape.)

Why are there many different browsers? Because we live in a capitalistic society and different companies produce different browsers and compete with each other. Both Netscape Navigator and Internet Explorer are free, however, and can be downloaded from their respective web sites.

Both browsers are continually being improved, so you should check periodically to make sure you have the most current version.

The latest version of Internet Explorer can be downloaded at:

<http://www.microsoft.com/windows/ie/download/windows.htm>

If the browsers are free, you may be wondering how their producers make money. They do so by selling other server-side software (software needed on the computers that host web pages) to those who maintain web servers. Each company reasons that if most people are using their free browsers, most managers of web servers will purchase that company's server software. Because of this, competition is fierce to persuade users to adopt a specific browser.

This competition is often referred to in computer literature as "The Browser Wars."

Although there are dozens of browsers available, most people use either Netscape Navigator or Internet Explorer. For that reason, self-paced modules were created for only these two most popular browsers.

In Internet Explorer, and most other browsers, the point-and-click technique is the primary way of accessing information. Once you learn a few standard procedures you can access any information on the WWW with these procedures. The only time you need to use your keyboard is when you need to provide information such as key words or phrases when you are using a search engine or identifying information when you are filling out an online form.

This concludes the Introduction to Module #1 for Internet Explorer.

SELF-PACED MODULE #1 - EXERCISE A:

STARTING INTERNET EXPLORER AND UNDERSTANDING THE CONTROLS

The lines preceding the numbers on some items in the exercises are there so you can check off each step as you complete it. If there is no line, there is nothing for you to actually do except to read the item.

____ 1. Turn on your computer and start Internet Explorer. The procedure to do so will vary from computer to computer.

____ 2. If you are running Windows 95 or Windows 98, and if you chose the standard installation, you should see the Windows desktop. Point to and click twice on the **Internet Explorer** icon. It will probably look like this:

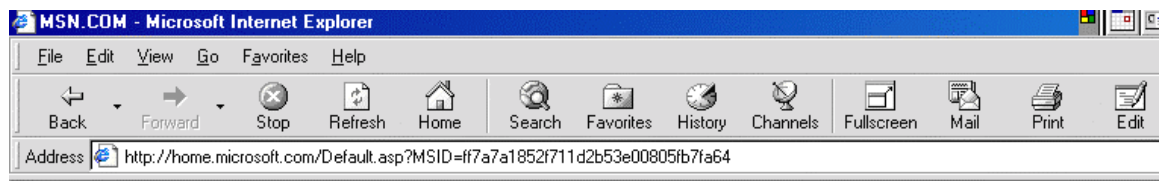


____ 3. Internet Explorer (IE) will open. IE will display whatever page it has been set to go to initially. (Unless you or someone else has changed it, the initial page will be the page maintained by Microsoft.)

Let's review the basic elements of Internet Explorer, which is the browser or program you will be using. A brief description of the various parts of the total Internet Explorer window, as you might see it when you boot it up is presented in the next few exercises.

Before beginning, however, here is a quick look at the basic Internet Explorer layout. (We suggest that you do not actually click on any of the buttons or icons discussed below until the directions instruct you to do so. Simply read the text and find the items mentioned on your computer screen.)

The following is a screen dump of the entire top part of the Internet Explorer screen:



NOTE - If you do not see all three of these rows, IE may be set to hide one or more of them. If this is the case follow these directions:

_____a. Click on **View**

_____b. When the dropdown window opens, check to see if there is a check next to Status Bar. If there is no check, place one there.

_____c. Click again on **View** and point to Toolbars. Make sure there is a check next to everything in the resulting dropdown window.

Now you should see the correct series of toolbars. Again, the top row of words beginning with File is the Menu Command Line. Clicking on any of the words in this row will cause a dropdown window to appear with more choices.

The next row consists of 15 buttons, and is called the Toolbar with Icons. At any point, those buttons with black type can be chosen, while those with gray lines and type are temporarily unavailable. (Look back at the graphic above that shows the buttons. The Forward button is shown in gray because there was no web page to go forward to when this graphic was made.)

The third line contains the Address Window where web page addresses (or URLs) can be typed in. The following is a review of the buttons on the toolbars:

a. Look back at the 2nd row (the row with buttons). The first button is the **Back** button. If you click this button, you will be taken to the page you viewed just before the page you are currently viewing. Of course, if you did not go to a page before going to the current one, this button will appear with gray letters, indicating that this choice is not available.

b. The second button is a tiny down arrow. If you have been to a page before the current one, you can point to this button and you will be told the title of that page. Then, if you click that narrow down arrow button, you will be taken there just as if you had clicked the back button itself.

c. The third and fourth buttons are similar to the first two. The third button is the **Forward** button. Once you have gone backward at least once, this button is active and will return you in a forward direction to the page from which you went backward.

d. The fourth button is the same down arrow. It works the same way as the one next to the **Back** button works.

e. The fifth button is the **Stop** button. It will stop a page from loading. Use it if a page is taking a long time to load and you want to go to another page.

f. The sixth button is the **Refresh** button. Use this button to reload the page that is currently on the screen. This is useful if you do not believe the page loaded correctly, or if you are viewing a page for which the data is renewed every few seconds.

g. The seventh button is the **Home** button. Click it when you want to return directly to whatever page you have set Internet Explorer to go to when it is first opened.

h. The eighth button is the **Search** button. Click it if you want to visit a special page on the web with links to search engines that will help you find things. We seldom use this page, as we bookmark our favorite search engines and do not want to visit this page.

i. The ninth button is the **Favorites** button. Clicking this button will display the sites you have identified as those that are your "favorites." Then, you can click on any of these to go directly there without having to type a long URL. Some people call these "favorites" or "bookmarks."

Another module will deal how to identify favorites and use them. If you click on this button, you will find that a big portion of the left side of the screen opens in a "frame." To close this frame and reclaim the entire screen for web pages, click the **X** in the upper right corner of the frame.

j. The tenth button is the **History** button. If you click it, a frame will open on the left side of the screen and display a list of sites you have visited since you opened the browser. To close this frame, click the **X** in the upper right corner of the frame.

k. The eleventh button is the **Channels** button. If you click it, a frame will open with a menu to some specific topics in the Microsoft Network. To close this frame, click on the **X** in the upper right corner of the frame.

l. The twelfth button is the **Fullscreen** button. If you click this button, the browser will fill the whole screen and you will not be able to see the buttons anymore except as very small icons at the top of the screen. This is usually not a good idea. If you do this accidentally, click the **Fullscreen** button again.

m. The thirteenth button is the **Mail** button. It will work only if you have correctly configured your browser to read mail. Another module will deal with configuring Internet Explorer to read mail.

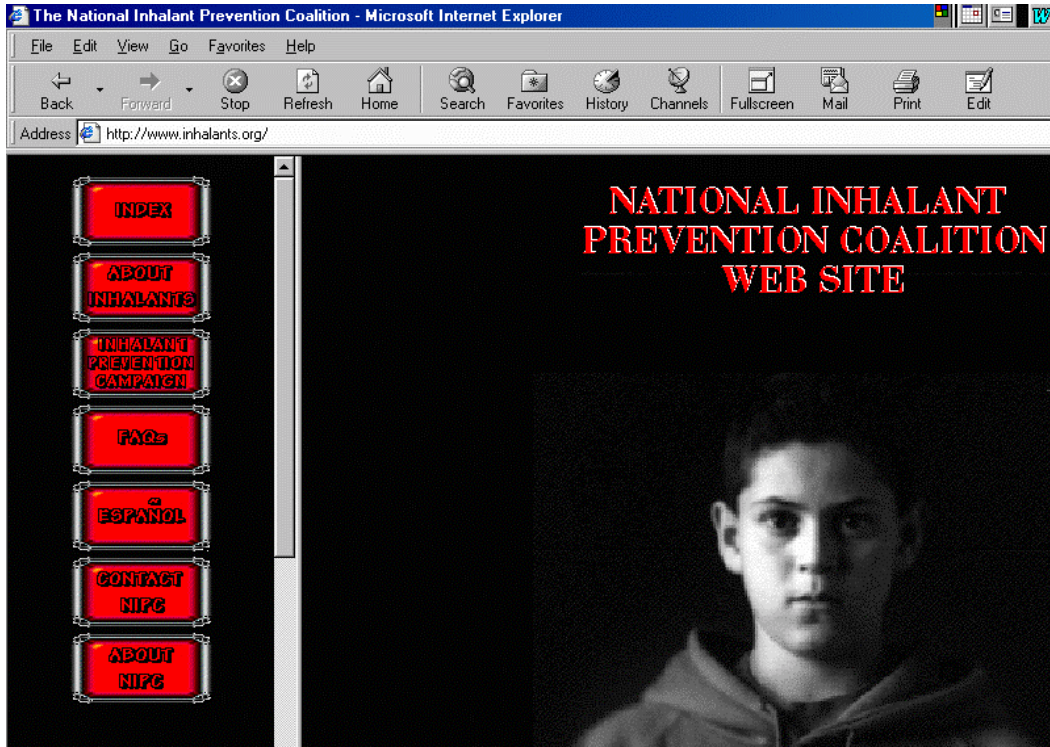
n. The fourteenth button is the **Print** button. If you click this button, your printer will print out the entire page you are viewing.

o. The fifteenth and last button is the **Edit** button. If you click this button, the page you are viewing will be loaded into the Explorer Composer, a utility for writing web pages. Use of the Composer is beyond the scope of the current modules.

The Document View Window is below the three lines explained above. This is the major part of the screen, and it is where a document (a web page) appears.

Few pages will fit in the window, so it is usually necessary to scroll down through the page. You can do this by using the down arrow key on your keyboard, or by using the elevator at the right of the window.

To use the elevator, you click on the up or down arrows at the top and bottom of the elevator. When the left button of the mouse is clicked on the up arrow, the page scrolls up. When the mouse is clicked on the down arrow, the page scrolls down.



This concludes Exercise A, Module #1 for Internet Explorer.

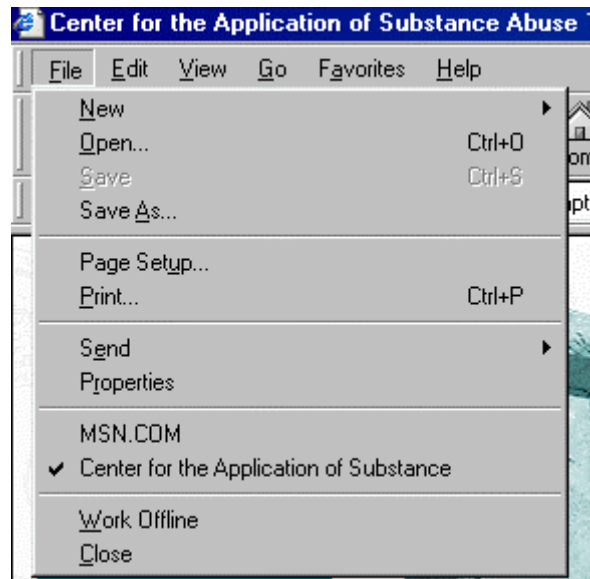
SELF-PACED MODULE #1 - EXERCISE B:

PRINTING A WEB PAGE

Remember that the top row is the Menu Command Line. It has typical Windows dropdown menus. That is, if you point and click on one of these menu items, you will see a dropdown menu with further choices. All of these menus contain essential functions. You will become familiar with them as you work through the exercises of this and future modules. It is easy to get an idea of what is contained in the menus, of course, by simply clicking on the menu item and reading the resulting menus. Here are the typical menu items:



_____ 1. Point to and click on **File**. You will see the following dropdown menu:



Some of these choices are used to read or write e-mail or to display a file stored on a diskette or your hard drive. These are advanced applications. The choice you may use the most often will be **Print**. You will now get a printout of the page on your screen. Before doing this, make sure that a printer is connected to your computer or to the network to which your computer is connected.

_____ 2. Click on **Print**. A Print box will open.

_____ 3. Click **OK**.

_____ 4. A copy of the page on your screen will print out. You can also get a printout by clicking the printer icon in the second row at the top of the screen.

_____ 5. Click on the **Printer** icon in the second row at the top of the screen, and get a printout that way.

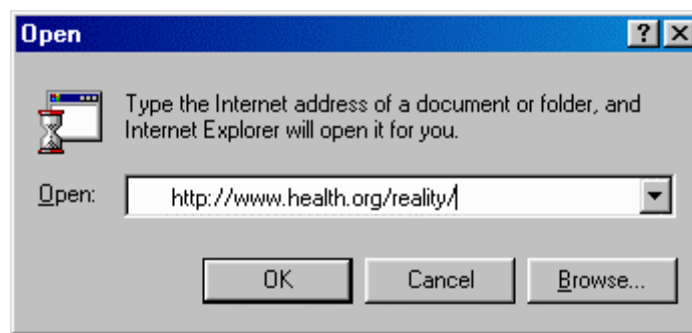
This concludes Exercise B, Module #1 for Internet Explorer.

SELF-PACED MODULE #1 - EXERCISE C:

USING THE “FIND” FEATURE

Often, you will visit a page and you will be looking for something specific. You believe it is on the page, but you do not know exactly where it might be. This can be a problem if the page is lengthy. In such cases, it is handy to use Explorer’s ability to search for a specific word or phrase.

_____ 1. In order to give you something to search for, please click on the word **File** in the Menu Command Line. Choose the word **Open** - a dialogue box will open. It looks like this:



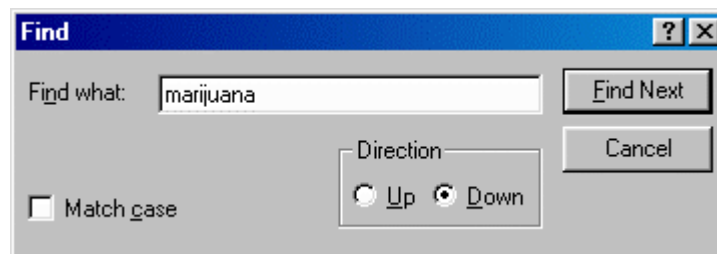
_____ 2. Type in the following URL and press **Enter**:
<http://www.health.org/reality/>

You will be taken to a web page called Reality Check, a page that is part of the nationwide effort to prevent or reduce the growing problems associated with marijuana use among youth. Let’s say you are looking for information on marijuana. Once you arrive at the Reality Check page:

_____ 3. Click on **Edit**. A dropdown menu will appear.

_____ 4. Click on **Find in Page**.

_____ 5. A Find box will open. Type in *marijuana* and click on **Find Next**:



Internet Explorer will take you to the spot on the page where the word "marijuana" first appears. (Note that you can elect to search up or down the page and to find matches only if there is matching "case" ["case" refers to whether or not letters are capitals]).

If the find box blocks your view of the page, point to the blue bar at the top of the box, depress the mouse key, and drag the box out of the way.

This concludes Exercise C, Module #1 for Internet Explorer.

SELF-PACED MODULE #1 - EXERCISE D:

VIEWING “PAGE INFO” OR “PAGE SOURCE”

You can view the special code (called HTML, or "hypertext markup language") that produces any page you are viewing in Explorer. This code is called the page source.

Why would you want to view this code? Only if you are writing your own web page and you want to see how someone else accomplished what he or she did.

_____ 1. We will use the Reality Check page again. If it is still on your screen, proceed to step #2 below. If it is not still on your screen, click on **File**, and then on **Open** and then type in the URL of Reality Check:

<http://www.health.org/reality/>

_____ 2. With Reality Check on your screen, click on **View**, and then on **Source**. You will see the code that produces the Reality Check page.

_____ 3. Click the **X** in the upper right corner of the screen to leave the page source screen and return to the Reality Check page.

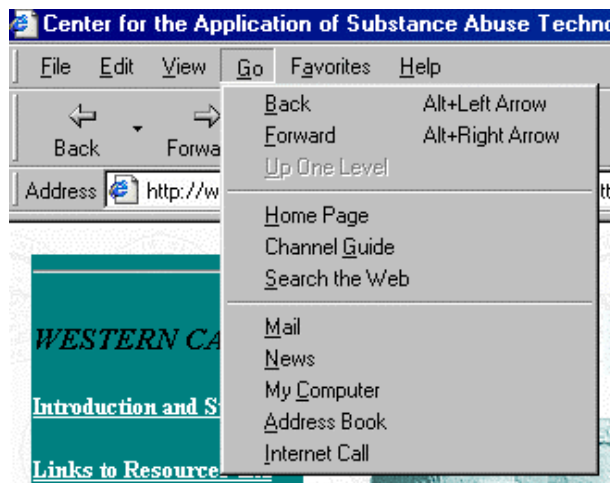
This concludes Exercise D, Module #1 for Internet Explorer.

SELF-PACED MODULE #1 - EXERCISE E:

USING THE “GO” MENU ITEM IN INTERNET EXPLORER

Internet Explorer and Netscape Navigator are very similar in many of their functions. However, the Go menu item in Internet Explorer is quite different from the same item in Navigator. In Navigator, this item will display a list of sites you have visited recently. You can click directly on one of these items to return directly there. However, in Explorer, the Go item does NOT work this way. Clicking on **Go** in Explorer displays a set of choices that never changes.

_____ 1. Click on the **Go** menu item. You will see the dropdown box:



As you can see, you have several choices, many of which have already been covered in these modules. You can go Back or Forward, return to whatever page you have designated as your starting page, visit the channel guide web page, or visit a special page to help you search for information. You can experiment with these choices if you like. You can also open your mail (if you have properly configured Explorer to handle mail), and you can read the Internet Newsgroups (special interest discussion groups) if you have properly configured Explorer to handle the Newsgroups.

There is one rather unique choice on this menu. That choice is **My Computer**. If you click this choice, you will be able to browse the files on your hard drive or on any of the drives connected to your PC.

_____ 2. Experiment with **My Computer**.

The last two choices are Address Book and Internet Call. Address Book allows you to identify people you e-mail often, so that you do not have to type in their e-mail address each time. Internet Call is a special communication software that is beyond the scope of these modules.

This concludes Exercise E, Module #1 for Internet Explorer.

SELF-PACED MODULE #1 - EXERCISE F:

THE “FAVORITES” MENU ITEM

The next menu item is **Favorites**.

_____1. Click on **Favorites** in the menu line. You will see a dropdown menu. What you see will depend, to some extent, on what you have previously done when using Internet Explorer. However, no matter how this menu looks, it will contain the following four choices:

1. Add to Favorites
2. Organize Favorites
3. Manage Subscriptions
4. Update All Subscriptions

In order to understand these choices, you need to understand the difference between favorites and subscriptions.

Favorites are lists of web pages that you think you may want to return to in the future. By designating them as "Favorites," Explorer keeps their names and addresses (URL) stored. Then, to visit any of these pages, you display the list and click on the one you wish to visit. This saves you from being forced to type in a long URL each time you want to visit a page. We will explain Subscriptions in a few moments.

You can add a page that you are viewing to your list of favorites by clicking on the first choice on this dropdown menu.

_____2. Click on **Add to Favorites**. The page that is currently on the screen will be added to your favorites list. (A future module in this series will deal with using the Favorites feature in Explorer).

The next choice in the menu, "Organize Favorites," allows you to change the order of pages in your favorites list and create folders in your favorites list. Then, you can put web pages into that folder that all deal with the same topic. For example, you may want to have a folder called *Search Engines*, into which you put the names and URLs of your favorite search engines. That way, you can open whatever folder you want and you will not have to look down a list of hundreds (or even thousands) of favorites to find the one you are looking for. As already mentioned, another module in this series deals exclusively with using Explorer Favorites.

Subscriptions are similar to, but different than favorites. By using this feature, you can set up a daily, weekly, or monthly schedule and have Internet Explorer check your favorite web sites to see if anything new has been added to them since the last time they were checked. Then you can choose to either be notified that there is new content or have the updated content automatically downloaded to your hard disk (for example, at night) so

you can view the pages offline at your convenience. This is also called "subscribing" to a web site. The term "subscribing" is a bit misleading. There is no cost to subscribe to a web site.

The last two choices on this dropdown window deal with web site subscriptions. Subscribing is a bit beyond the scope of these modules, but the Internet Explorer Help screens are excellent if you want to explore this topic on your own.

Channels are another type of subscription, this time to special web information providers. You will recall that there is a Channels button and icon in the second row at the top of the Internet Explorer screen. Again, this topic is beyond the scope of these modules, but the Help screens on this topic are also excellent if you wish to pursue the topic of channels.

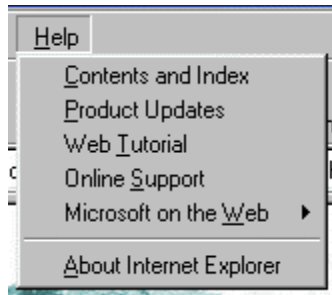
This concludes Exercise F, Module #1 for Internet Explorer.

SELF-PACED MODULE #1 - EXERCISE G:

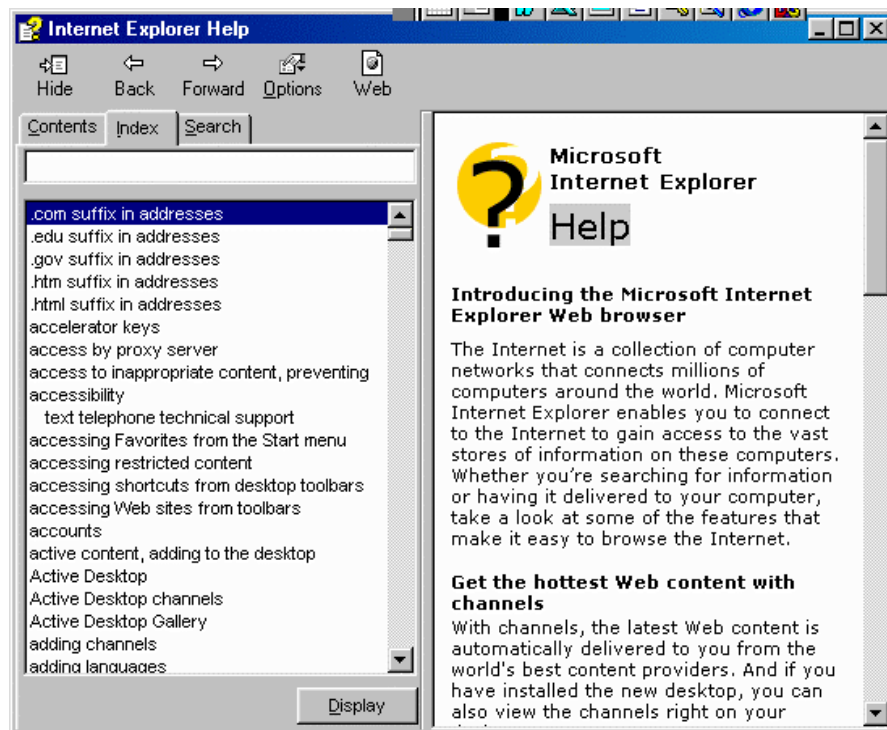
USING “HELP” IN INTERNET EXPLORER

You are probably already familiar with using the **Help** button in Windows programs.

_____ 1. Click once on **Help** now. A dropdown window will open:



_____ 2. Click once on **Contents and Index**. A Help box will open:



_____ 3. You can type in a search string in the blank field. Type in the following without the quotation marks: *channels*

As you type in each letter, Explorer will begin to scroll to the help topic that is closest to the letters you have typed. When you have finished typing the word "*channels*" you will see that it has stopped on that topic.

_____ 4. Click on the **Display** button to read the help screen on "*channels*." You can scroll the display with the elevator bar on the right side of the box. As you will see, the Internet Explorer Help screens are excellent!

_____ 5. There are other choices available when you click on **Help**. Close the Help box by clicking on the **X** in its upper right corner. Then Click on **Help** again and experiment with some of the other choices available.

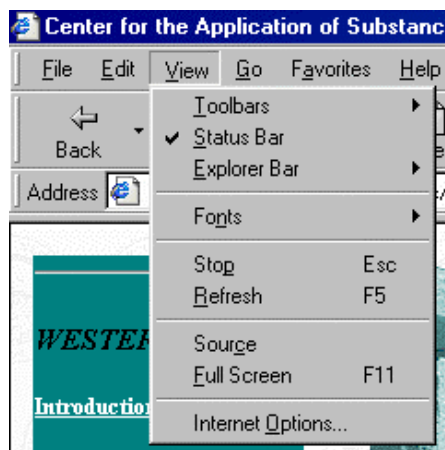
This concludes Exercise G, Module #1 for Internet Explorer.

SELF-PACED MODULE #1 - EXERCISE H:

SETTING PREFERENCES IN INTERNET EXPLORER

Setting Internet Options lets you customize Internet Explorer in several ways - for example, to configure Explorer to read and write e-mail (the topic of another module in this series). One of the other things you will want to use this for on your own computer is to set Explorer to go automatically to a specific page of your choice when you first open it. If you do not change this Preference, Explorer will go, by default, to a preselected Microsoft Web Page.

Here is how to set up Explorer to go to the Western CAPT page as its opening destination:



_____ 1. Click once on the **View** menu item in the top line, then on **Options**: A large Internet Options box will open:



_____2. Be sure the General tab at the top of the box is selected. You will see a field near the top of the box that has a URL written in it. In the example above, that URL is:

<http://home.microsoft.com/>

Click on and then erase that URL and type in the URL for the Western CAPT page:

<http://www.unr.edu/westcapt/>

_____3. Click the **OK** button. You will be returned to Explorer.

_____4. Now, click the **Home** button (second row at the top of the browser window) once. You will be taken to the Western CAPT page. It will be the first page displayed whenever you start Explorer.

There are many other parameters that can be set with the Internet Options item, including colors, fonts, etc.

This concludes Exercise H, Module #1 for Internet Explorer.

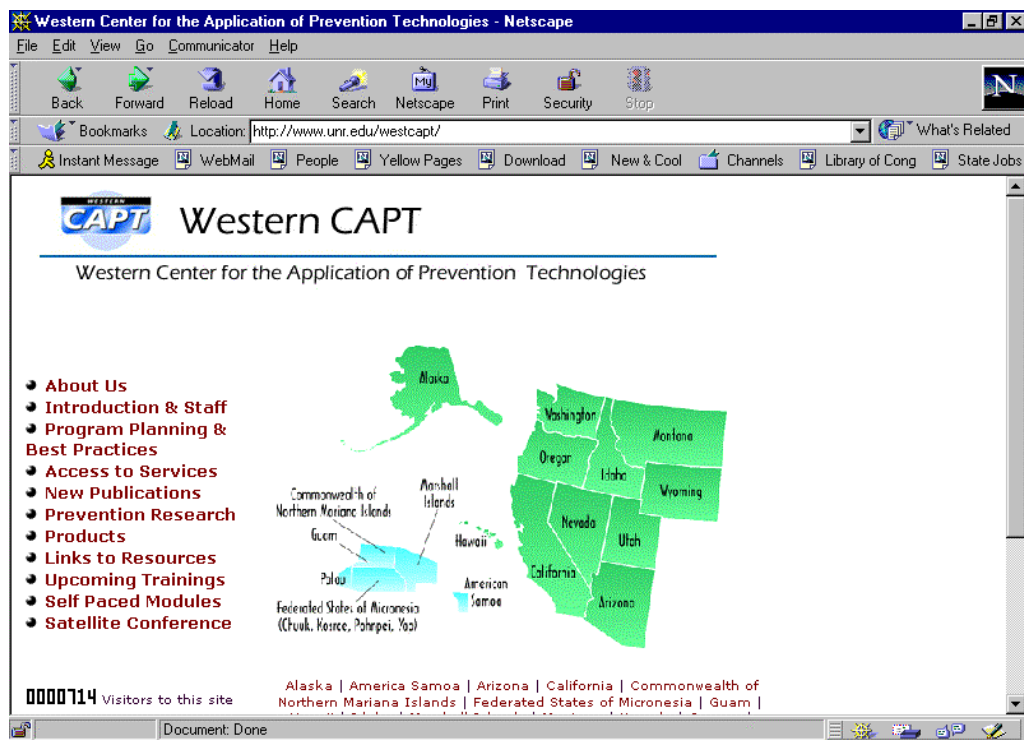
SELF-PACED MODULE #1 - EXERCISE I:

VISITING THE WEST CAPT PAGE ON THE WORLD WIDE WEB

_____ 1. Click once in the middle of the URL in the Location box. This will highlight the existing URL.

_____ 2. Now, type in the URL (Uniform Resource Locator) of the West CAPT Home Page. Type in the following URL and hit the **Enter** key:

<http://www.unr.edu/westcapt/>



_____ 3. Explore the West CAPT page. The buttons on the left are links you can click on. To retrace your path once you click on something, click the **Back** button in the upper left of the button toolbar at the top of the screen. There is also a **Forward** button.

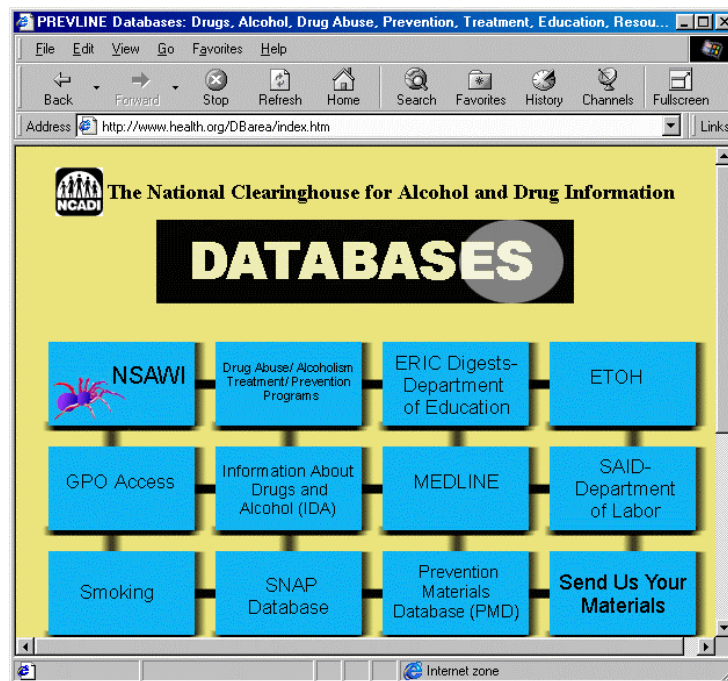
_____ 4. If you find something you would like to print, just click once on **File** in the menu at the top of the page, then on **Print**. The entire page on the screen at the time will print out on the printer connected to your PC.

This concludes Exercise I, Module #1 for Internet Explorer.

SELF-PACED MODULE #2 FOR SUBSTANCE ABUSE PROFESSIONALS USING INTERNET EXPLORER

INTRODUCTION:

SEARCHING FOR INFORMATION ON THE WORLD WIDE WEB USING A SEARCH ENGINE OR WEB DIRECTORY



Both Search Engines and Web Directories are web pages that take a search topic (key word or phrase, sometimes called a search string) entered by the user and searches its huge database (categorized list) of web pages for pages that deal with that topic. The result of the search is a list of links leading to relevant pages.

After the search engine or web directory displays a list of sites dealing with the topic you entered, you proceed by browsing the links that the search engine or directory has found, until you find the information you are seeking.

The advantage of a search engine or directory is that it does a large share of the search work for you. You do not have to browse through hundreds or thousands of pages to find what you are looking for. Instead, the search engine or directory narrows your search and lists all the links it can find relating to your topic. It highlights the name of each site and gives a brief description of the site (or the first few sentences at the site). You can view that site by clicking on a link to it.

What is the difference between a search engine and a web directory? A web directory has in its database only those pages that a human being has viewed and categorized.

A search engine, on the other hand, uses a computer program (called a robot or a spider) to automatically search all the pages on the web and to categorize each page in its database.

Because of the time involved for humans to look at a page and categorize it, most search engines include many more web pages than do most directories. Because, of this, this module will focus primarily on teaching you to use one specific search engine.

Of course, with tens of thousands of new pages being added to the web each day, no search engine is so good that it includes every single page. And some search engines are better than others, both in the number of web pages included and in the power and efficiency of the searches that can be carried out by users.

Like all computer-searching devices, no search engine is perfect. All will find some pages that you are not interested in, and they will miss some pages that you would find relevant. The efficiency of a search engine depends on (a) the quality of the search engine itself and (b) your ability to use it well.

Most search engines are completely free to users. How can this be so? How can commercial organizations afford the sophisticated equipment, software, and personnel that it takes to create and maintain a search engine? After all, there are well over 100 million web pages dealing with every topic imaginable, and some estimates are that over 60,000 new pages are added each day!

Most search engines finance their operation by selling advertisements that appear whenever the engine is used. There are many different search engines and directories. One of the best search engines is AltaVista, because (a) it includes one of the largest databases of web pages and (b) it has powerful search features you can learn to use. (One of the most popular directories is Yahoo.)

Web newcomers, searching for information, make a frequent mistake. They use many different search engines and/or directories, while not learning to use any of them well. We have already mentioned that each search engine and directory has different pages in its database.

Also, each search engine and directory has different features, and requires different skills on the part of the user. It takes a while to learn the features of any one of these search engines and directories, and users who never concentrate on one engine or directory generally do not learn the more subtle (and more powerful) search features of any one of them.

This concludes the introduction to Module #2 for Internet Explorer.

SELF-PACED MODULE #2 - EXERCISE A:

AN INTRODUCTION TO ALTAVISTA

_____ 1. If it is not already open, open Internet Explorer. (If you are not familiar with using Explorer, you should return to Module 1 for Internet Explorer and work through the exercises there.)

_____ 2. Explorer will open and display whatever page it is set to go to when it is first started. Click in the middle of the URL currently listed in the Location Box. This will highlight that URL.

_____ 3. Type in the following URL for AltaVista and press **Enter**:
<http://www.altavista.com/>

_____ 4. You should see the AltaVista screen:



_____ 5. Change the search configuration to include only those pages in English by clicking on the **down arrow** in the field in which the current entry is "*any language*." Then, change the language to *English*. This will eliminate all pages written in another language. (Although the dominant language on the web is still English, there are increasing numbers of pages written in other languages.)

_____ 6. Click at the far left of the blank search field. Type in the following "*drug abuse prevention*" including the quotation marks. Then click on **Search** or press **Enter**.

NOTE: The quotation marks are necessary in order to tell AltaVista that you want to find only those pages that have the complete phrase "drug abuse prevention." If you leave out the quotation marks, AltaVista will find all pages containing the words "drug," all pages containing "abuse," and all pages containing "prevention."

____7. AltaVista will probably find more than 6,000 pages (called "hits"). However, it will show you only the first 200, ten at a time. The way AltaVista works, the hits are displayed in order of the likelihood that each page is what you are looking for, given the search string you entered.

This illustrates how important it is that you learn to write efficient search strings. You will be shown only the first 200 pages found by AltaVista. The other 5,800 pages dealing with "drug abuse prevention" will not be shown to you. So, you must learn to write search strings in such a way that the best pages appear in the first 200 hits.

____8. Scroll down through the first screen of hits. Notice what AltaVista lists:

- a. the title of the page, which can be clicked on to view it
- b. the first few words on the page
- c. the URL of the page
- d. the date the page was last modified
- e. the size of the page in kilobytes
- f. the language in which the page is written

____9. Scroll the first page of AltaVista hits until you find one that looks interesting. Click on it. Explore that page. Would it be useful to you in your search for information on "drug abuse prevention?" To return to the AltaVista list of hits, click on the **Back** button in the Navigator Toolbar at the top of screen until you arrive back.

____10. When you have checked out all the hits you are interested in, you can click on the word **Next** in the bar at the bottom of the AltaVista list. It looks like this:

10. [Alcohol and Drug Abuse Prevention Team](#)

THE UNIVERSITY OF CHICAGO Student Counseling AND RESOURCE SERVICE. Alcohol and Drug Abuse Prevention Team. ADAPT seeks to foster informed decision-making..

URL: uhs.bsd.uchicago.edu/scrs/adapt/adapt.html

Last modified 28-Aug-97 - page size 2K - in English [[Translate](#)]

Result Pages: [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#) [17](#) [18](#) [19](#) [20](#) [[Next >>](#)]

word count: drug abuse prevention: about 7000

By clicking on the word Next at the end of the line, you signal AltaVista to show you the next ten "hits" of pages relating to "drug abuse prevention."

You also need to learn to use plus signs and minus signs in your search strings:

---The plus sign (+) tells AltaVista that hits **MUST** contain what follows the plus sign.

---The minus sign (-) tells AltaVista that hits MUST NOT contain what follows the minus sign.

_____11. For example, let's try a different search string. Suppose you wanted to find all pages containing "drug abuse treatment" ("treatment" instead of "prevention"). Go back to any AltaVista page and enter "*drug abuse treatment*" as the search string and press **Enter**. AltaVista will find over 3,000 hits.

_____12. Now, suppose you still wanted pages on "*drug abuse treatment*" but you wanted to ELIMINATE all those mentioning "*alcohol*" because you are only interested in the treatment of abuse of other drugs. Go back to any AltaVista page, scroll to the top of the page and enter the following search string including all quotation marks and the plus and minus signs and click on **Search** (there is a space just before the minus sign):

+"drug abuse treatment" -"alcohol"

_____13. AltaVista will show you a new list of hits. There will still be many hits, but there will be about one third fewer now, since you have used the minus sign to eliminate web pages mentioning alcohol.

_____14. There is much more involved in learning the search strategies of any search engine. We will deal with some other details in later exercises in this module. To find out more about AltaVista at any time, click on the word "**Help**" that appears near the blank search string box.

This concludes Exercise A, Module #2 for Internet Explorer.

SELF-PACED MODULE #2 - EXERCISE B:

USING PLUS SIGNS FOR MORE COMPLEX SEARCHES

Suppose that you are interested in finding web pages that deal with the abuse of marijuana by elementary school girls. Go to the main AltaVista search page at <http://www.altavista.com/>

_____ 1. Try searching with each of the following search strings. Note the number of "hits" you get as your search string becomes more and more restrictive. Don't forget to include all quotation marks, plus marks, and blank spaces:

+"drug abuse"

+"drug abuse" +"marijuana"

+"drug abuse" +"marijuana" +"school"

+"drug abuse" +"marijuana" +"elementary school"

+"drug abuse" +"marijuana" +"elementary school" +"females"

As you discovered, the search string +"drug abuse" yielded almost 100,000 hits. This too-general search string produces results that would be totally unmanageable. By contrast, the last, well-thought-out search string produced only about 90 hits - many of them exactly what we had in mind in the first place.

This exercise illustrates how important it is that you learn to write good search strings!

This concludes Exercise B, Module #2 for Internet Explorer.

SELF-PACED MODULE #2 - EXERCISE C:

USING THE “TRANSLATION” FEATURE IN ALTA VISTA

The evolution of search engines and directories has resulted in a tremendous expansion in the types of services being offered. When search engines and directories first appeared, they did little more than offer a way to search the web. However, as more and more companies offered search engines and directories, the competition became fierce. Now every search engine and directory offers diverse services in addition to the ability to search their databases for web sites.

Most search engines and directories now include news, sports, stock market reports, ways to search for private and business telephone numbers, and a host of other services.

AltaVista is no exception to this trend. In the last exercise, you went to its main screen. You may have noticed links to a great many diverse services besides the standard search service.

_____ 1. Go to the main AltaVista page at:
<http://www.altavista.com/>

_____ 2. Look at some of the links to other services besides AltaVista’s main search service. Experiment with some of these.

_____ 3. Now, return to the main page at the URL listed in #1 above. You may not have noticed that AltaVista is unique in offering translation services.

Believe it or not, you can now use this service for two different purposes:

a. to translate any page on the web from English, German, Italian, Portuguese, Spanish or English, into any other of these six languages.

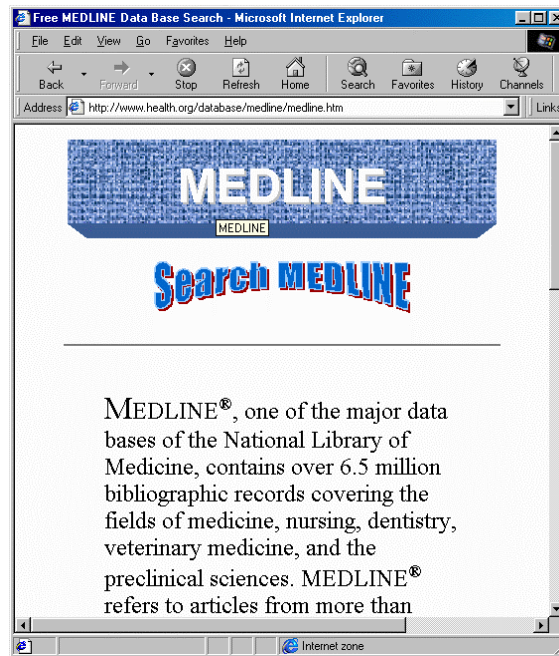
b. to translate a passage you type in (or cut and paste in) from any of these languages into any of the other languages.

In this exercise, you will practice both of these tasks. First, let’s experiment with translating a web page from English to Spanish. To do that, we need to select a page to translate.

_____ 4. MEDLINE is an interesting page we can use for this experiment. MEDLINE is a directory that enables users to search one of the major databases maintained by the National Library of Medicine. The database contains millions of entries from publications concerned with medicine, nursing, dentistry, veterinary medicine, and the pre-clinical sciences.

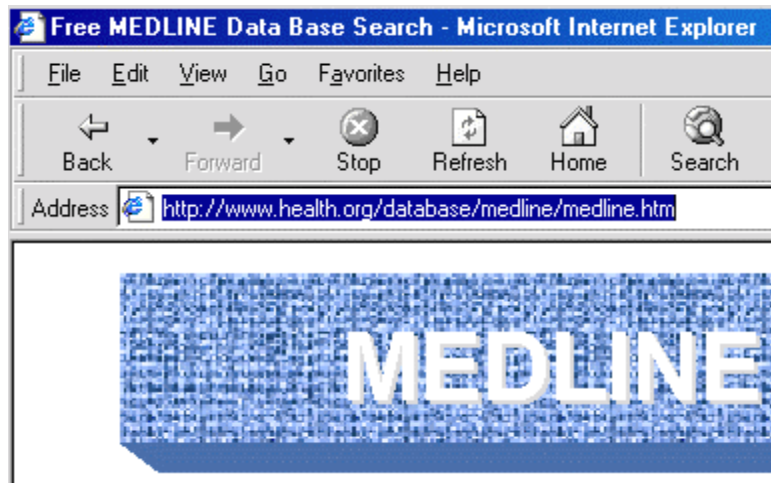
First, go to the MEDLINE page at:

<http://www.health.org/database/medline/medline.htm>



Now, we will translate this page into Spanish. To do that, AltaVista will need to know the URL of the page. So we could type in the URL, or we could use a little trick that you can use any time that you need to type in a URL.

____5. With the above page (MEDLINE) on the screen, click once in the middle of the MEDLINE URL displayed in the Location Box of the browser:

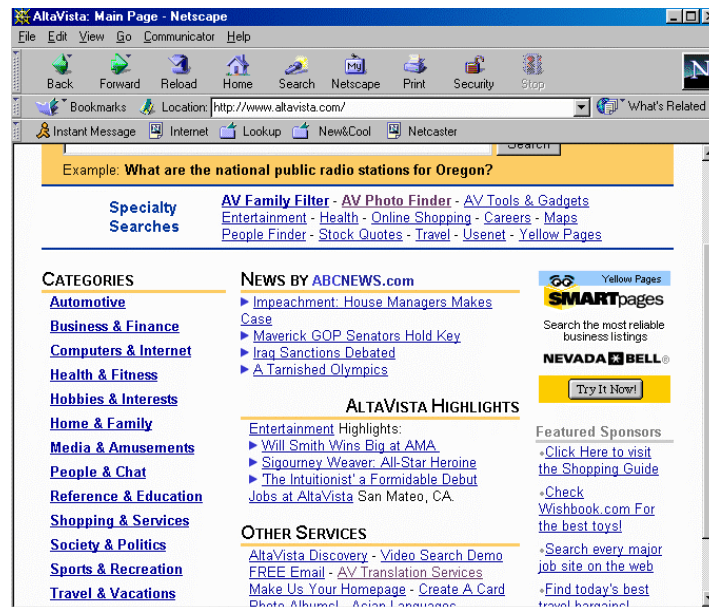


_____ 6. Clicking on the URL will highlight it. Now, click on **Edit** in the menu line of the browser, and then on **Copy** in the dropdown menu that appears. That copies the URL into computer memory.

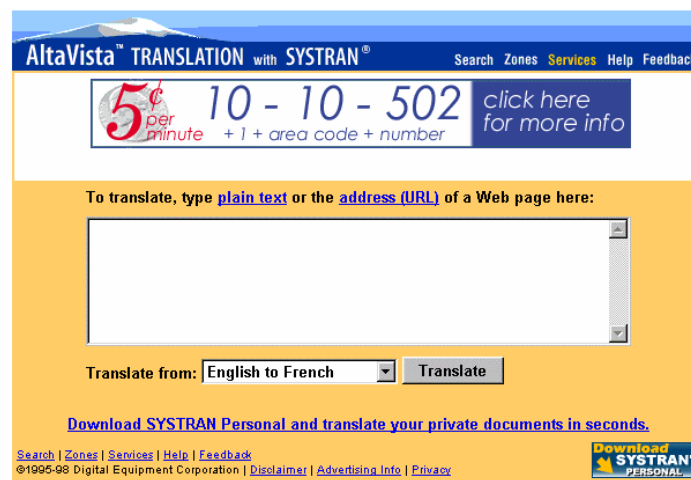
_____ 7. Now, use your **Back** button to return to the main AltaVista screen or type the following URL into the Location Box:

<http://www.altavista.com/>

_____ 8. Look toward the bottom of the first screen on the main AltaVista Page. You will see a section headed "Other Services:"



_____ 9. Click the link **AV Translation Services**. The following screen will appear:



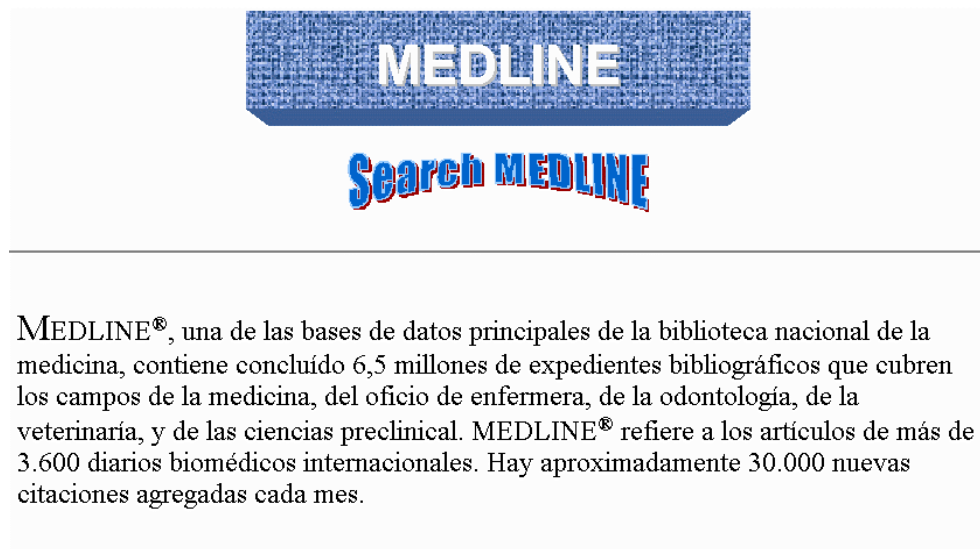
_____ 10. Click once to put the cursor at the top of the blank field.

_____ 11. Now, click first on **Edit**, and then on **Paste** in the dropdown menu. This will paste the URL of the MEDLINE web page from where we copied it (in computer memory) into the box. This saves us from being required to type in the URL.

_____ 12. You should see the URL in the box. If you do not, type it in as follows:
<http://www.health.org/database/medline/medline.htm>

_____ 13. Now, change the translation call from *English to French*, to *English to Spanish* by clicking once on the down arrow button next to the Translate from: field. Then, select *English to Spanish*.

_____ 14. Now, click once on the **Translate** button.



You should now see the MEDLINE page displayed in Spanish. You have probably noticed several things about this translation, especially if you are able to read Spanish.

In the first place, the text, but not any graphics will be translated. In this page, the MEDLINE logo is a graphic, as is the SEARCH MEDLINE banner, so they cannot be translated.

Second, the Spanish is certainly not perfect. However, it is understandable. This is a significant step forward, because it will make most web pages easily accessible to the speakers of the six languages currently included in the AltaVista web translation service.

AltaVista can also translate words, phrases, sentences or complete passages that are typed or pasted into the translation box. Here are the directions for trying out this variation of this important new service:

_____ 15. Return to the AltaVista translation page. Do this by clicking on the **Back** button until you arrive there, or by typing in the following URL:
<http://babelfish.altavista.com/cgi-bin/translate?>

_____ 16. When you arrive there, click once at the top left of the translation field and type in the following:

How are you? I am fine. My name is John.

_____ 17. Then, practice translating this sentence into the six different languages handled by AltaVista. Notice that after you click on the **Translate** button, the translation of your phrase appears in the white space above the main translation field.

En Español:

Cómo es usted? Estoy muy bien. Mi nombre es Juan.

[Use the above text to search the Web](#)

To translate, type [plain text](#) or the [address \(URL\)](#) of a Web page here:

How are you? I am fine. My name is John.

Translate from: English to Spanish Translate

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Notice that after the text is translated, there is a link you can click on to “**Use the above text to search the web**”. This makes it easy for you to search web pages written in some other language. Before this service, you could not do so if you did not know how to type in a search string in another language. Now, if you find a page containing the text you have translated into Spanish, you could then use AltaVista again to translate the entire Spanish web page into English.

This concludes Exercise C, Module #2 for Internet Explorer.

SELF-PACED MODULE #2 - EXERCISE D:

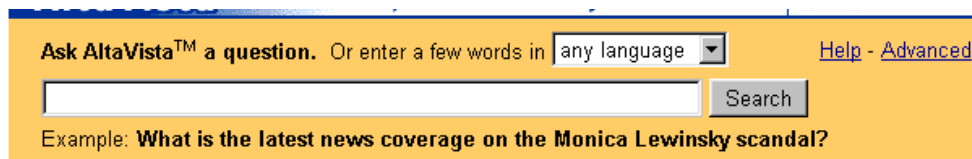
ADVANCED SEARCHING AND USING THE “RANGE OF DATES” FEATURE IN ALTAVISTA

You can also do advanced searching with AltaVista.

_____ 1. Use the **Back** button of your browser to return to the main AltaVista search screen or enter its URL in the Location Box:

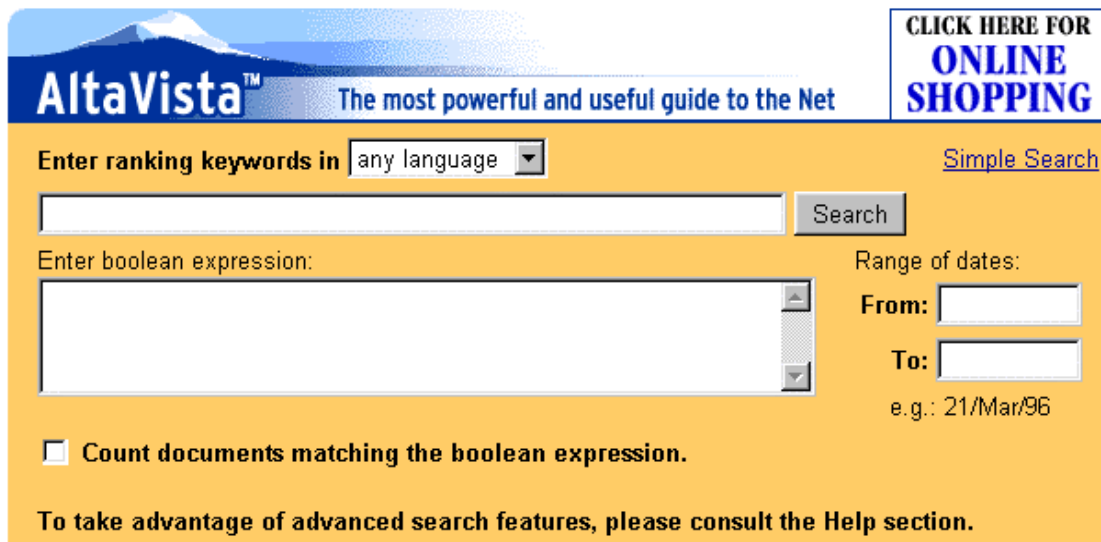
<http://www.altavista.com/>

You may have noticed that when you are on the main (or Simple) AltaVista page, there is a link to Advanced searches. It is located just to the right and above the **Search** button:



A screenshot of the main AltaVista search interface. It features a yellow background with a blue header. The header contains the text "Ask AltaVista™ a question. Or enter a few words in" followed by a dropdown menu set to "any language". To the right of the dropdown are links for "Help" and "Advanced". Below the header is a large white search input box and a grey "Search" button. An example search query is provided below the input box: "Example: What is the latest news coverage on the Monica Lewinsky scandal?"

_____ 2. Click on the **Advanced** link. You will see the following advanced search box:



A screenshot of the AltaVista Advanced Search interface. It has a yellow background with a blue header. The header includes the AltaVista logo, the tagline "The most powerful and useful guide to the Net", and a box with the text "CLICK HERE FOR ONLINE SHOPPING". Below the header, there is a search input box with a dropdown menu set to "any language" and a "Search" button. To the right of the input box is a link for "Simple Search". Below the search input box is a section for "Enter boolean expression:" with a large text area. To the right of this section is a "Range of dates:" section with "From:" and "To:" input boxes. Below the "To:" box is an example date "e.g.: 21/Mar/96". At the bottom of the form is a checkbox labeled "Count documents matching the boolean expression." and a footer text: "To take advantage of advanced search features, please consult the Help section."

In Advanced Search mode, the plusses and minuses no longer work. (If you want to use the plusses or minuses, you can return to the Simple Search mode at any time by clicking on the **Simple Search** link located at the top right of the box.)

The Advanced Search mode has several advantages. One advantage is that you can limit your searches only to those pages that have been modified between any two dates you care to specify. This is very handy for finding the most up-to-date information.

Here is an example to work through: Suppose that you are interested in finding information on cirrhosis of the liver. A simple search for "cirrhosis of the liver" (include the quotation marks) will turn up over 3,000 pages dealing with this topic!

If you are searching daily for new information on this topic, or if you are interested only in the most up to date information, this is not useful. You do not want to have to check so many pages each day.

To limit your search to those pages that were modified within the last six months, follow these directions:

_____ 3. Type in "*cirrhosis of the liver*" as your search string in advanced search mode. (Be sure to include the quotation marks when you type in this search string.)

_____ 4. Now, in the portion of the box labeled *Range of Dates*, enter the date beginning six months previous to today's date in the "From:" field, and today's date in the "To:" field.

Be sure to use the format as follows: 11/Jul/98

In other words, use two digits for the day followed by a forward slash, three letters for the month followed by a forward slash, and two digits for the year.

Since the module on which you are now working was written on January 11 of 1999, we used 11/Jul/98 to 11/Jan/99 to enclose a six-month time period.

_____ 5. Now click the AltaVista **Search** button.

You will find the number of hits greatly reduced, as now you will be shown only those pages that were modified in the six month period between July 11, 1998 and January 11, 1999.

Obviously, you can be as restrictive with the dates as you choose. For example, if you use a span of only 24 hours, you can find only those pages (if any) that have been modified in the last day. This is very helpful if you search each day for new sites.

This concludes Exercise D, Module #2 for Internet Explorer.

SELF-PACED MODULE #2 - EXERCISE E:

A QUICK LOOK AT OTHER SEARCH ENGINES AND DIRECTORIES FOR YOU TO TRY ON YOUR OWN

As previously mentioned, there are many other search engines and directories. For this exercise, go to these sites and try out the services offered. We are mentioning only a handful of the most popular search engines and directories, and only those that offer specialized services in a way that might be superior to services offered by AltaVista.

However, we want to emphasize that we believe that AltaVista is the best all-around search tool on the web, and you should learn to use it efficiently before branching out to other search tools.

Each of the following services work differently. To find out exactly how to use any of these, find the link to help that is offered by each of them.

_____ 1. Try out each of the following services:

DejaNews

This is the best source for finding newsgroups on a given topic. (The newsgroups are discussion groups on almost topic you can imagine.) You can also use DejaNews to read and reply to a newsgroup once you find it! With this service you can find any message in the database of 100 million articles in 15,000 newsgroups dating back to March, 1995.

MEDLINE

MEDLINE is a specialized database of the National Library of Medicine. It contains over 6.5 million bibliographic records covering the fields of medicine, nursing, dentistry, veterinary medicine, and the preclinical sciences. MEDLINE refers to articles from more than 3,600 international biomedical journals. There are approximately 30,000 new citations added each month. Go there, and type in "crack cocaine" and click **Start Search**. You will get over 4,000 hits! There are powerful ways to limit or expand your searches, and you can figure most of these out by studying the main page.

Northern Light

This is the best single source on the web for finding full text versions of copyrighted magazine and journal articles. It uses most of the same syntax that AltaVista uses. You can search PUBLICATIONS and if you find something promising, you can read a brief summary. Then, if you want, you can order a copy of the full text of the article. Most articles cost about a dollar.

TileNet

This is the best way to find e-mail discussion groups. The e-mail discussion groups differ from newsgroups, in that these groups send all postings of members to your e-mail. Like the newsgroups, there is an e-mail discussion group on practically any topic you can imagine. To use TileNet to find these groups, go to the site and put a check in the box next to "*Discussion Lists*." Then enter a search string.

WhoWhere?

There is no really great way to find people or e-mail addresses on the Internet. Most of the search engines and directories provide a way to search for people. One of the best ways is to use WhoWhere.

Yahoo!

This is one of the oldest and most popular search tools on the web. It is a directory and it offers many diverse services. Explore it!

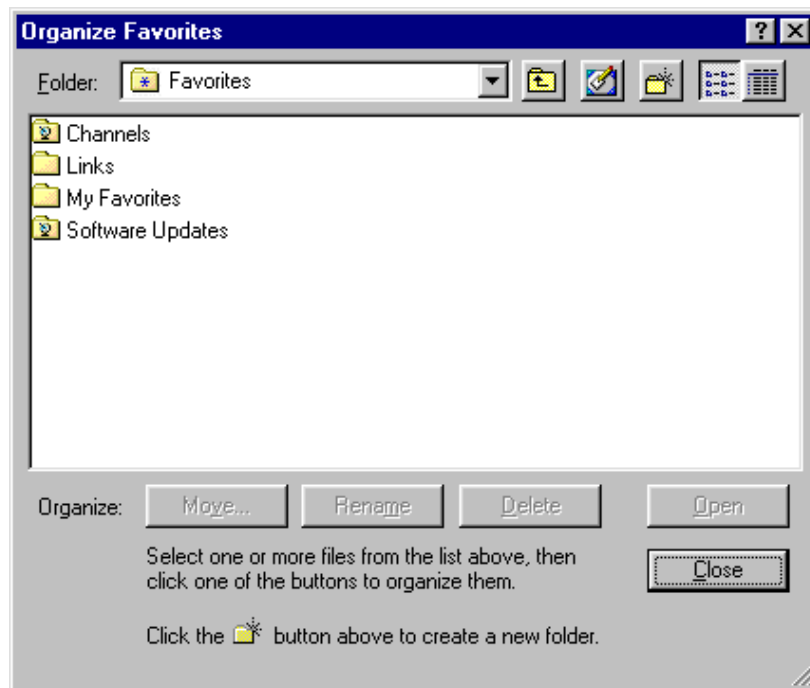
The Education Index

This is a directory of excellent educational sites on the web. So far it is quite small and contains only about 3,000 sites in 66 categories. Rather than typing in a search string, you click on the category in which you are interested. To get a description of the site, click on **News**.

This concludes Exercise E, Module #2 for Internet Explorer.

SELF-PACED MODULE #3 FOR SUBSTANCE ABUSE PROFESSIONALS USING INTERNET EXPLORER

INTRODUCTION: SAVING AND ORGANIZING GROUPS OF FAVORITE WEB PAGES



The Favorites program is an important feature of Internet Explorer. All web browsers use a similar system for saving and organizing the addresses to web sites. The usefulness of such a program is obvious. Usually when we read or browse an information-rich book, we mark various places in the book. Then we can quickly and easily return to them without searching through the entire book again. If you think of the WWW as a gigantic book and think of yourself browsing through this book, you can imagine that you would want a convenient way to mark certain pages (locations, sites, etc.) so that you can quickly and easily return to them.

The Favorites feature in Internet Explorer provides you with a way to mark pages you want to revisit and allows you to organize those pages into appropriate categories called folders. The organization of your favorite web sites is important. If you were to mark only a few places in a book, it would be easy to find the place you were looking for. If, however, you marked hundreds of places, it might take you a long time to find the one place you wanted.

The same is true when using electronic information. When you create a new favorite using Internet Explorer, it can be filed in an appropriate folder at the time you create it, or it can be added to the end of a general list of favorites. This is like tossing a document onto a stack for future filing. Without any organization to your favorites list, you end up with a long list of favorites that need to be filed. Such a list gets longer and longer, and it becomes difficult to locate the favorites you want. Fortunately, Internet Explorer provides a way for you to organize your entire favorites list by topic and subtopic similar to the way any good filing system would be organized.

In this module you will learn how to save a favorite web page and organize groups of favorite web pages for effective and efficient use.

This concludes the introduction to Module #3 for Internet Explorer.

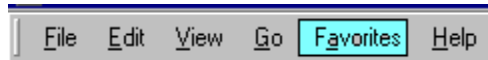
SELF-PACED MODULE #3 - EXERCISE A:

STARTING A FAVORITES FOLDER WITH INTERNET EXPLORER

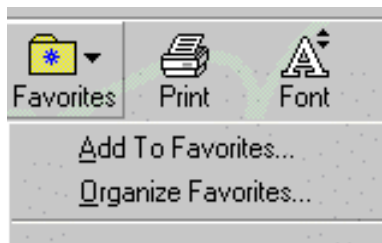
In this exercise, you will add a new folder to the list of favorite folders on the computer where you are working. This folder will be called "My Favorites" and will form the basis for the remaining exercises in this module.

_____1. If it is not already running, start Microsoft Explorer. The procedure to do so will vary from computer to computer. If you are not sure how to do this, refer to Self-paced Module #1, Exercise A, in this series.

_____2. Click on the **Favorites** menu. It is in the upper left corner of your screen and looks like this:



_____3. Now you should see a menu box that looks like this:



_____4. Click on **Organize Favorites**.

When you clicked on **Organize Favorites**, you should have seen the Organize Favorites window open on your screen. In this window you can see all of the folders, subfolders and favorite web sites that are stored in the Favorites list of the computer you are using. There are three possibilities for what you might see when you first click on **Organize Favorites**:

- If you are working at your own computer, you will see the favorites you have saved.
- If you are working on a computer that other people use, you may see the favorites they have saved.
- If you are working in a lab setting, you may not see any favorites showing.

____ 5. Now you are going to create a new Favorites folder and name it *My Favorites*. With the Organize Favorites window open, go to its menu bar and click on the **Create New Folder** button, which looks like this:



____ 6. In the Organize Favorites window a new folder will appear with the generic name New Folder:



____ 7. Using the Backspace key, clear the folder name and type *My Favorites*; then press **Enter**. Now you should have a new folder that looks like this:



This concludes Exercise A, Module #3 for Internet Explorer.

SELF-PACED MODULE #3 - EXERCISE B:

USING YOUR FAVORITES LIST

In this exercise you will add a few favorites to the folder you created in Exercise A and then use those favorites to launch the corresponding web sites. By doing this, you will begin to gain an appreciation of the power of using the favorites feature of Microsoft Explorer.

_____1. In order to add a web site to your favorites list, you need to be at that web site. So, if it is not already running, start Microsoft Explorer.

_____2. Your next task is to go to the Western CAPT web site on prevention program planning and best practices. You will do this by typing the following URL in the Location Box in Microsoft Explorer:

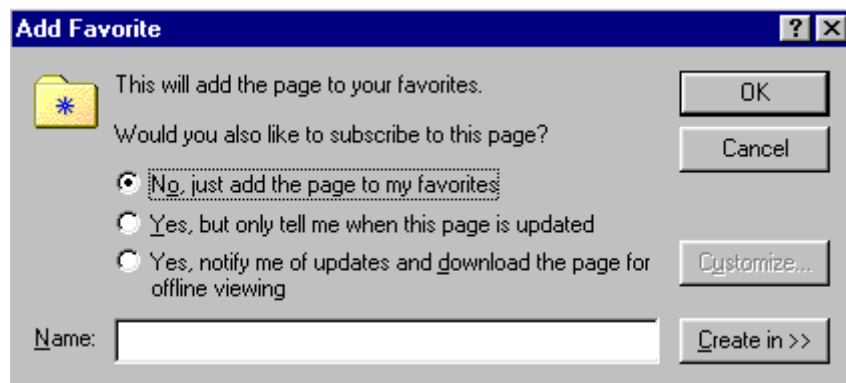
<http://www.unr.edu/westcapt/>

_____3. Now you will add this web site to your Favorites list:

- a. Click on **Favorites**.
- b. Click on **Add Favorites**:



c. On the Add Favorites box, make sure the top radial button “*No, just add the page to my favorites*” is selected; then click on **OK**:



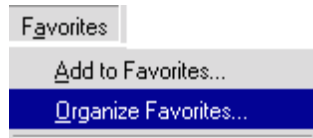
_____4. Now add two more favorites using the same process you used in step 3.

These are the two web sites you will add:

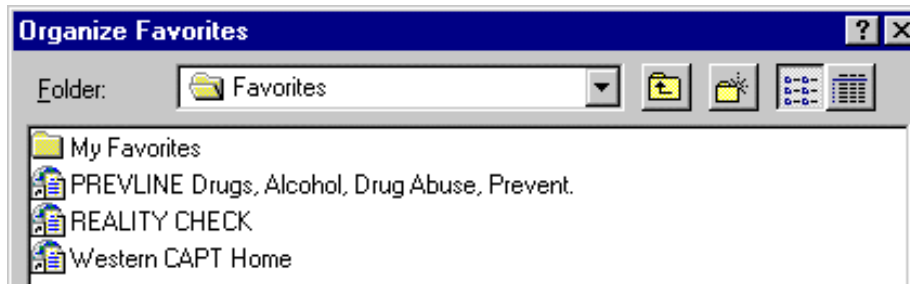
<http://www.health.org/reality/>

<http://www.health.org/index.htm>

____ 5. Now click on **Favorites** and on **Organize Favorites**:



The three web sites you have just added are listed in the bottom half of the pop-up window. You can launch any one of these web sites by simply clicking on it:



____ 6. Now increase your Favorites list by adding the following three web sites:

<http://www.altavista.com/>

<http://www.unr.edu/unr/colleges/educ/captta/prev/prevplan.html>

<http://epihub.epi.umn.edu/alcohol/default.htm>

This concludes Exercise B, Module #3 for Internet Explorer.

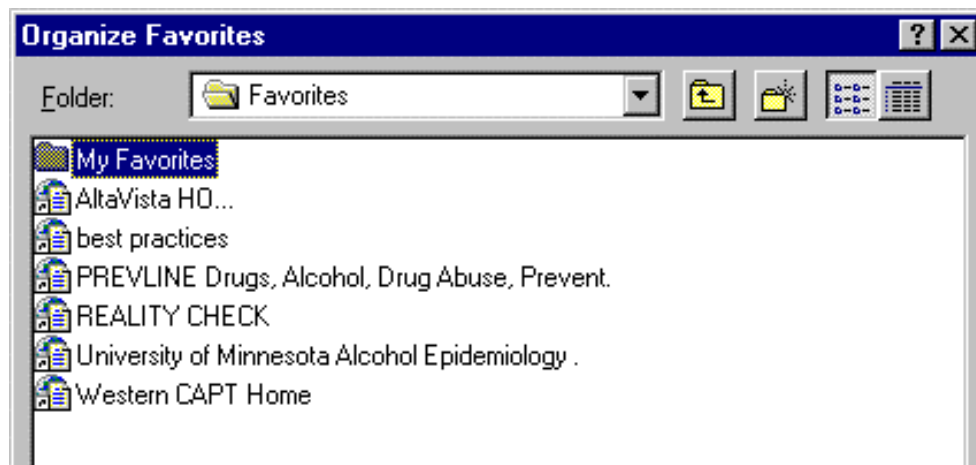
SELF-PACED MODULE #3 - EXERCISE C:

CREATING NEW FOLDERS AND ORGANIZING YOUR FAVORITES

As we said at the beginning of this module, just adding web sites to a list is like tossing files onto a stack—soon, you can't find the one you want. In this exercise, you will add some more favorite sites to your list and then organize them into folders.

_____ 1. With Microsoft Explorer running, click on the **Favorites** icon. When the popup menu appears, click on **Organize Favorites**.

_____ 2. Now the Organize Favorites window should be showing. It should look like this:



_____ 3. Double click on the "**My Favorites**" folder, and it will replace the "*Favorites*" folder in the Folder box. With the "*My Favorites*" folder showing in the Folder box, any new folder that you create will be a subfolder to the "*My Favorites*" folder.

_____ 4. Now you will add a subfolder to the "*My Favorites*" main folder. To create the first subfolder, which will be named "*Search Engines*", click on the **Create New Folder** button that looks like this:

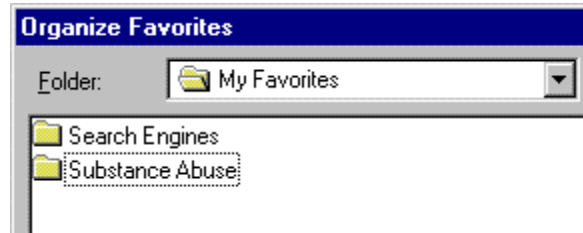


When the new folder appears:



Eliminate the temporary name "*New Folder*" by pressing the Backspace key and type "*Search Engines*". Press **Enter**.

____5. Now you will expand your favorites file structure again, adding another subfolder to the "*My Favorites*" folder. Repeat step 6, but name this folder "*Substance Abuse*." Now your Organize Favorites window should look like this:



The next step is to create two subfolders for the "*Substance Abuse*" folder. The first subfolder will be named "*Prevention*", and the second will be named "*Best Practices*".

____6. In order for these two folders to be at the right level in your file structure, make the Substance Abuse folder appear in the Folder box by double clicking on the "**Substance Abuse**" folder. Create the two new subfolders just as you did in step 5 above.

Now that you have a filing structure established, you will file your favorite web sites into appropriate folders. This is done with a simple drag-and-drop procedure. If you're not familiar with this procedure, it is a simple four-step process:

- a) Point to the item you want to move with the cursor.
- b) Press the left mouse button.
- c) While holding the mouse button down, drag (by moving the mouse) the item to the location where you want to drop it.
- d) Drop the item by releasing the mouse button.

The first favorites to file is the **AltaVista: Main Page**, and you should file it in the **Search Engine** folder:

____7. Select the **AltaVista: Main Page** by clicking on the little green tab just to the left of the file name:



Hold down the mouse button and drag the file up to the "*My Favorites*" folder (point right at the folder) and drop the file into the "*My Favorites*" folder by releasing the mouse button. Click on "**My Favorites**" to open it, and you will see the search engines folder. Drag and drop the AltaVista into search engines.

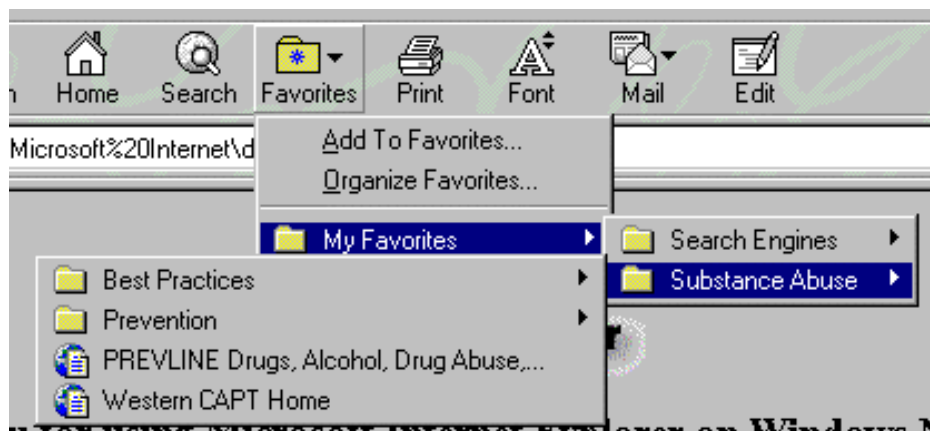
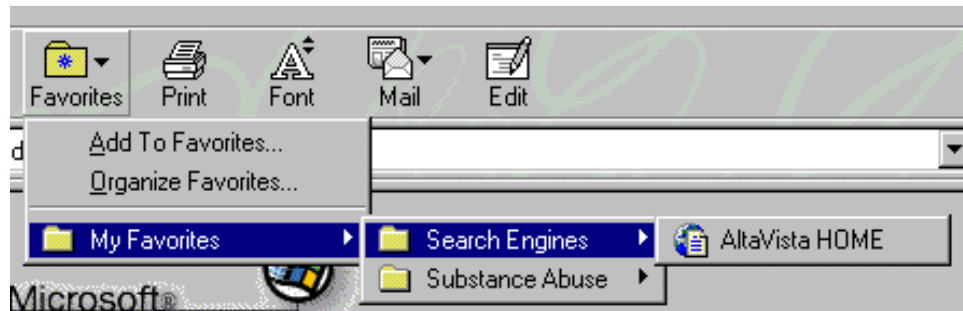
To return to the remaining bookmarks, click on the “**up one level**” icon until you reach them:

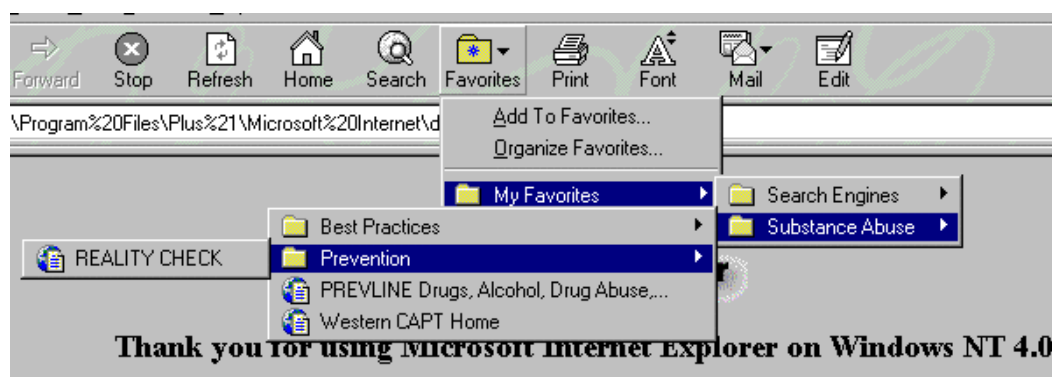
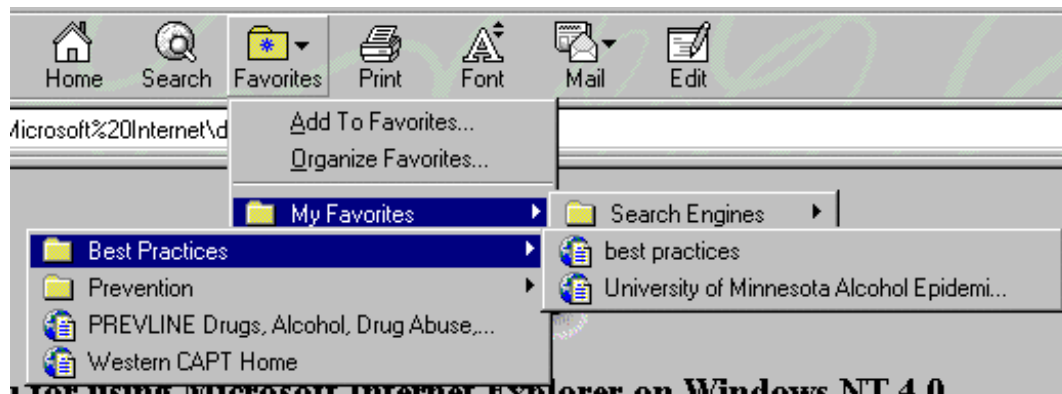


____ 8. Now file the other bookmarks in the same way. File them like this:

- Western CAPT Home ... Substance Abuse
- PREVLINe ... Substance Abuse
- Reality Check ... Prevention
- Best Practices ... Best Practices
- University of Minnesota Epidemiology Program ... Best Practices

Your bookmark lists should look like these:





Note: If your files are not in exactly the same order within a folder, don't worry about it. They show up in the order in which they were placed in the folder, and you may have placed them in a slightly different order than we did.

This concludes Exercise C, Module #3 for Internet Explorer.

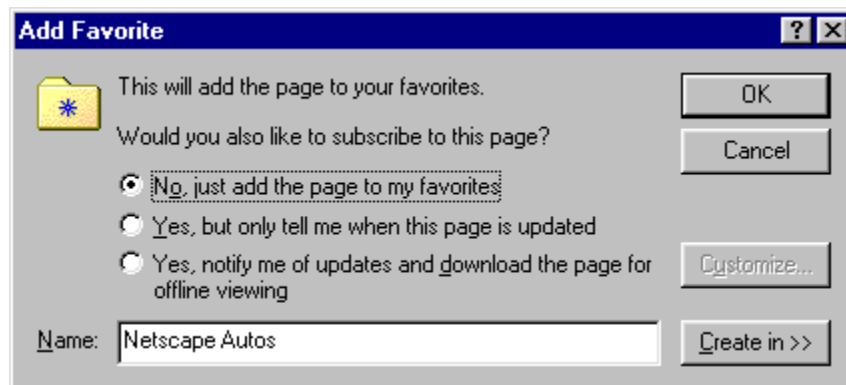
SELF-PACED MODULE #3 - EXERCISE D:

PRACTICE BY EXPANDING YOUR FAVORITES LIST

In this exercise you will practice your newly acquired skills in using the Favorites program by adding more favorite URLs to your folders and by adding some new folders.

_____ 1. Using the search skills you have acquired in previous modules, select another search engine and file it in the "*Search Engine*" folder. There are two ways to do this. The first way is to simply add each new URL to your Favorites list and then file them in appropriate folders by going to **Edit Favorites** and using the drag-and-drop method you have just learned.

The second way is to let the Favorites program file a URL for you. To do this, click on the **Create in** button on the Add Favorites window:



_____ 2. When you click on the **Create in** button, you will see a list of all your Favorites folders. Click on the one you want and your URL will be added to that folder.

_____ 3. As you locate additional web sites and add them to your Favorites list, the need for other folders, sub folders, or sub-subfolders should become obvious. Create additional folders and file your favorite web sites in them.

This concludes Exercise D, Module #3 for Internet Explorer.

SELF-PACED MODULE #3 - EXERCISE E:

SUBSCRIBING TO YOUR FAVORITE WEB SITES

A unique feature of Microsoft Explorer is the opportunity to subscribe to your favorite web sites through the Favorites program. To subscribe to a web site doesn't mean you have to pay money. It means that the web site will be automatically updated for you, on a schedule you choose.

For example, you could subscribe to CNN Interactive at <http://cnn.com/> and tell Explorer that you want this site updated every three hours. Then you could leave your computer online during the night while you slept and the next morning when your family wanted to use the telephone, you could read the latest CNN news without being on line. During the night, the CNN web site would have been updated and saved on your hard drive.

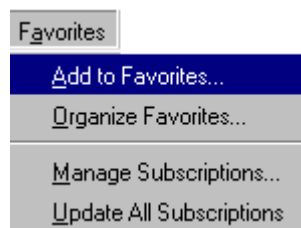
This feature offers limited, but important advantages. If you have an Internet connection that is live all the time, such as an Ethernet connection, then all you have to do is go to a site like CNN Interactive and you are looking at the latest update. Or, if you are not looking at the latest update you can click on Refresh and you will be.

If you are connecting to the Internet over a phone line that is shared by others, the subscribe feature allows you to gather the latest updates of your favorite web sites during times when the phone line is not in use. These updates are then stored, and you can visit them at your leisure while the phone line is being used by others.

Another form of subscribing offered by Explorer is called channels. A channel is a web site that is automatically updated on the hard drive of your computer by the content provider, who also sets the update schedule. The concept, however, is the same--you can view the latest information on a web site while off line.

To subscribe to a web site:

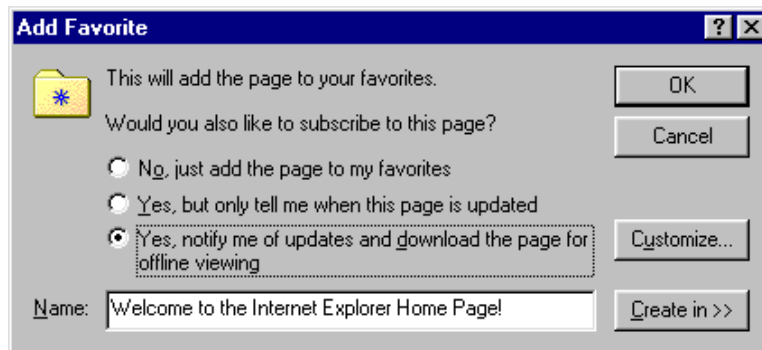
- _____ 1. Open the web page you are going to subscribe to.
- _____ 2. Click on the **Favorites** menu and select **Add Favorites**:



_____ 3. Next the Add Favorites window will appear. In this window you have two choices if you want to subscribe:

- You can choose to have Explorer notify you when the site is updated.
- You can have the site automatically updated on your hard drive.

In most cases, if you were to go to the trouble to subscribe to a site, you would probably want to choose the **"Yes, notify me of updates and download the page for offline viewing"** option:



_____ 4. To make more selections about how and when you want the web site updated, click on the **Customize** button and the Subscription Wizard window will appear.

_____ 5. On the Subscription Wizard window, you again have two choices. The choice you make will depend on how much hard disk drive space you have available and want to devote to this purpose. If you have a lot of space, you might want to choose the **"Download this page and pages linked to it"** option.



_____ 6. Click the **Next** button and you will see another window that allows you to choose the number of linked pages you want Explorer to save for you.

_____ 7. There are four more wizard windows that will be opened each time you click on the **Next** button. Each of these windows allows you to make further choices about your subscription that are self-explanatory. On the final window click the **Finish** button and your subscription is complete.

This concludes Exercise E, Module #3 for Internet Explorer.

**SELF-PACED MODULE #4
FOR SUBSTANCE ABUSE PROFESSIONALS
USING INTERNET EXPLORER**

**INTRODUCTION:
CONFIGURING AND USING MICROSOFT OUTLOOK EXPRESS FOR E-MAIL**



The purpose of this module is to assist you in configuring the e-mail program that is most commonly used with the Microsoft Explorer web browser. By configuring this program, you enter essential information that the program needs to send and receive e-mail messages across the Internet.

E-mail is one of the most frequently used Internet activities. According to Time magazine, approximately four billion e-mail messages were received in the United States during 1998 as compared to just over 100 billion pieces of first-class mail received through the U.S. Postal Service during the same year.

As with any computer-related activity, there are many different programs that can be used to send and receive e-mail. Microsoft Outlook Express provides all of the essential and advanced features that a good mail program should have.

The only way you can use your computer for Internet e-mail is to be authenticated by an Internet server. This means that you have to have a user ID and a password in order for your messages to pass through that server and out across the Internet, then across the Internet and back to your computer.

Each Internet server has its own Internet address and specifications. Therefore, the information you will need to configure Outlook Express will have to be obtained from

your Internet Provider (IP). What we will show you in this module is what information you will need and where that information needs to be entered in order for you to begin using Microsoft Outlook Express to send and receive e-mail.

Once you have configured Outlook Express and are connected to the Internet through your Internet Provider, we will show you some rudimentary e-mail activities.

You will see how to use Outlook Express to:

- send an e-mail message,
- receive an e-mail message, and
- forward a message you have received to another person.

You will also learn how to:

- have Outlook Express attach files that you have saved on your computer to an e-mail message, and you will see how to
- have a preset signature attached to each e-mail message you send.

This concludes the Introduction to Module #4 for Internet Explorer.

SELF-PACED MODULE #4 - EXERCISE A:

CONFIGURING MICROSOFT OUTLOOK EXPRESS FOR E-MAIL

The e-mail program most commonly used with Microsoft Explorer is Microsoft Outlook Express. It can be run individually, while you are on-line, or simultaneously with other Microsoft programs such as Explorer.

In this exercise, you will see step-by-step directions on how to configure (set up) Outlook Express so that you can send and receive e-mail messages. The problem with such a module is that few situations will be the same. Most of the information you will need to configure Outlook Express will need to be obtained from your Internet Service Provider. This exercise, however, should be helpful in showing you what information you need and where that information has to be inserted into the Outlook Express configuration scheme.

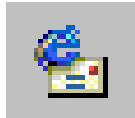
We see this exercise being useful in three situations:

1. When you are setting up a new computer at your home or office and you want to use Microsoft Outlook Express as your e-mail program.
2. When you have been using another e-mail program and want to switch to Microsoft Outlook Express.
3. When you are working in a lab situation where you need to configure Outlook Express for your individual e-mail.

While you can run Microsoft Outlook Express by itself, there are advantages to running it simultaneously with Microsoft Explorer. For this exercise, we suggest you begin by launching Microsoft Explorer.

____ 1. If it is not already running, start Microsoft Explorer. If you are not sure how to do this, refer to Self-paced Module #1, Exercise A.

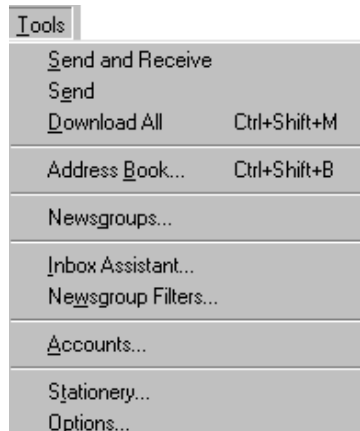
____ 2. Among the buttons across the very bottom of your screen, you should see the Outlook Express button that looks like this:



Click on it.

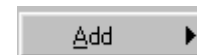
_____3. Now follow this five step sequence:

- a. On the menu bar across the top of the screen, click on the **Tools** menu item.
- b. Now you should see the following menu:



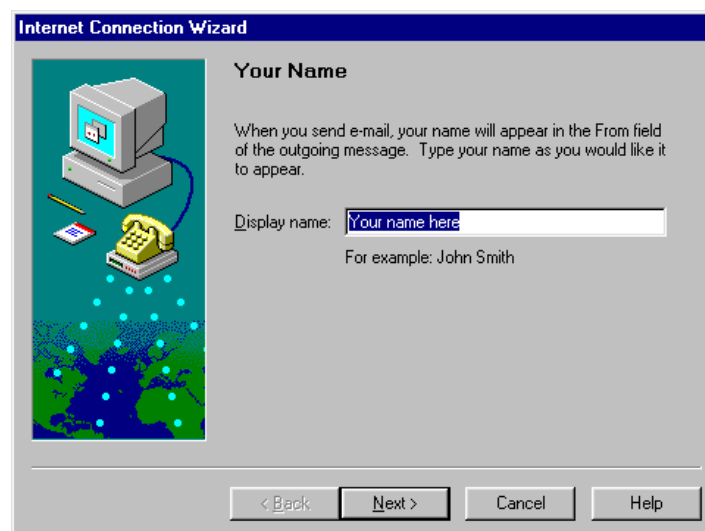
Click on **Accounts**.

- c. Find the **Add** button (upper left corner of the Internet Accounts Window) and click on it.



- d. On the menu box that pops up, click **Mail**.
- e. Now click on **Next** (bottom center of window).

_____4. Now you should see the Internet Connection Wizard window. In this window you need to enter your name in the Display Name window:



Click **Next**.

____ 5. Now the Internet Connection Wizard is asking for your e-mail address and it provides an example--be sure you enter your complete e-mail address, it should look similar to the example proved by the Wizard. Click **Next**.

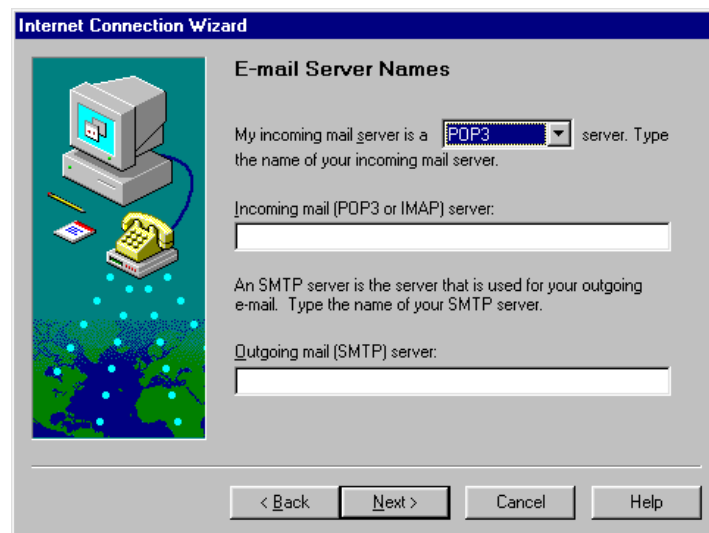
____ 6. The next Wizard window asks for three items of information:

- a. The first item you need to supply is the Server Type. You have two choices: POP3 or IMAP.

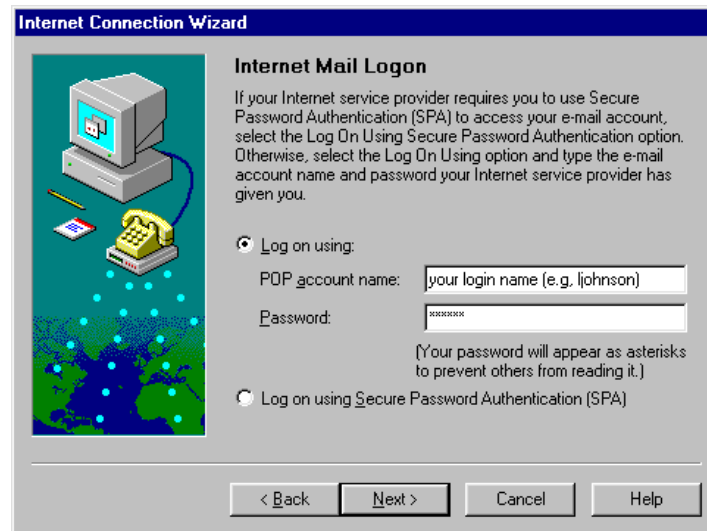
The Wizard will probably be set for POP3, which is the most common setting and probably does not need to be changed. Usually, either one of these settings will work.

IMAP has some advantages and you might want to ask your Internet Service Provider which you should use. You can change the setting by clicking on the down arrow, and selecting IMAP if that is your choice.

- b. Next you need to supply the name of your Incoming Mail Server. This you should have from your Internet Service Provider.
- c. Finally you need to supply the name of your Outgoing Mail Server—This will almost always be the same as your Incoming Mail Server. If not, you will have to obtain this information from Internet Service Provider.
- d. Click **Next**.



_____7. The next Wizard window asks you for your Log On ID and your Password:



a. Click the Log on using: radial button. In the “account name:” box enter just your logon ID--this will usually be just that part of your e-mail address that appears in front of the @ sign. For example, in the e-mail address ljohnson@unr.edu , ljohnson would be the logon ID.

b. Next, enter your password in the Password box. As you enter your password, asterisks will appear so that your password will not be visible.

c. Click **Next**.

_____8. The next Wizard window, asks you to provide a "Friendly name" for your e-mail account. Since Outlook Express allows you to save multiple e-mail accounts, this "Friendly name" will make it easy for you to select the account you want to use.

_____9. The next window asks you to specify the type of connection you want to make. If you are setting this account up at home, you will probably select "**Connect using my phone line**". If you are setting the account up in a computer lab setting or at a business where your computer is connected to a network, you will probably select "**Connect using my local area network (LAN)**".

_____10. The next window gives you the option of creating a new dial-up connection or using an existing one. If you have gone through the modules in this series, you will have already established a dial-up connection, so you should select "**Use an existing dial-up connection**". If you haven't already created a dial-up connection, refer back to Module 1 in this series for instructions on how to do so.

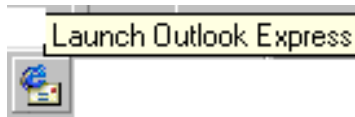
_____11. The next window will either congratulate you on providing all of the necessary information to begin using Microsoft Outlook Express for e-mail, or will ask you to fix specific items of information. When you get the congratulatory statement, click on **Finish**.

This concludes Exercise A, Module #4 for Internet Explorer.

SELF-PACED MODULE #4 - EXERCISE B:

SEND, RECEIVE, REPLY TO AND FORWARD E-MAIL MESSAGES

_____1. With Microsoft Explorer running, click on the **Launch Outlook Express** icon in the lower right corner of your screen. It will look like this:



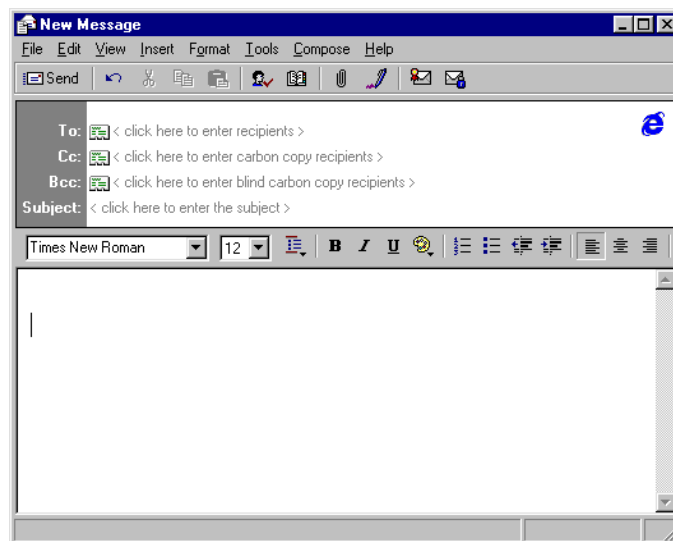
Assuming you have correctly configured your e-mail account (Exercise A), you will now be in Microsoft Outlook Express, which is the mail program most commonly used with Microsoft Explorer.



Compose a Message

_____2. Your first step will be to compose and send an e-mail message. To start this process, click on the **Compose a Message** icon.

_____3. Now you should see the New Message window in the middle of your screen. It looks like this:



Composing and sending a message can be divided into four parts:

1. Entering the address

This is the address of the person you want to send the message to, and is entered at the “**To:**” location. For example, if you wanted to send a message to Mary Smith and you knew her e-mail address was msmith@luxor.edu you would enter that address. As you move your cursor to the “**To:**” location and click the left mouse button one time, a box will open up and you can begin entering the address.

2. Entering a subject

This gives the person receiving the message a bird’s eye view of what the message is about. If your message to Mary related to a meeting you had a question about, you might enter “*Next meeting*” at the “**Subject:**” location.

3. Composing the body of your message

By clicking on the big open space in the bottom half of the Composition window and you can begin typing your message.

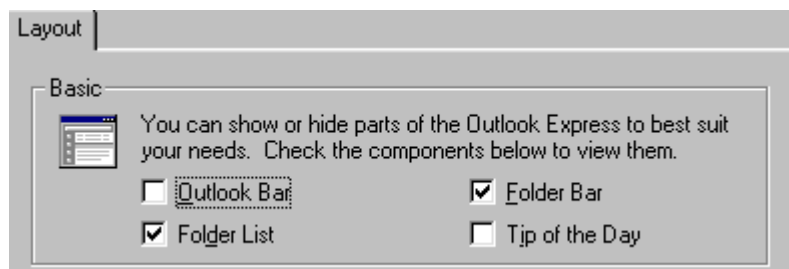
4. Sending the message

When you have your message like you want it, you can click on the **Send** icon and it will be sent.

To try this out, compose a message and send it to yourself. Enter your own e-mail address at the “**To:**” location and enter a subject that will be easily recognizable (e.g., message to myself) at the “**Subject:**” location.

_____4. In order for you to receive messages, Messenger needs to be set at Inbox. If you have followed the setup procedures in Exercise A of this module, Outlook Express will be set to the Inbox folder on your computer. If you are not presently in the Inbox folder, do the following:

In the upper left portion of your screen, you should see a box that looks like this:



- Click **View** (command line at the very top of the screen)
- Click **Layout**

In the top part of the Layout box, make sure *Folder List* and *Folder Bar* are checked.

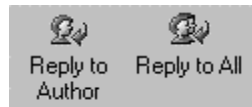
- On the folder list that is deployed down the left side of your screen, click **Inbox**.

____5. If the message you just sent to yourself does not appear in your inbox, click on the **Send and Receive** icon:



A useful feature of Outlook Express is Reply, which allows you to reply to a message that you have received without having to enter the e-mail address of the person who sent you the original message. Using the Reply feature, you can also have your reply sent to a group of people when the original message was sent to that group of people.

Notice that there are two Reply icons:



Reply to Author is used when you want your reply message to go to only the person who sent the original message. **Reply to All** is used when the original message was sent to a group of people, you being one, and you want your reply message to go to everyone in the group.

It is important to use Reply carefully. Don't use the Reply to All option to send a message that pertains to only the message sender-the rest of the people who received the original message may not be happy about having their mail boxes cluttered with messages that do not pertain to them.

____6. Make the message you just sent yourself the active message in Outlook Express by clicking on it; then click on **Reply to Author**. Notice that when you clicked on Reply to Author, a compose message window opened up with the address and subject already present. All you have to do now is compose your reply and click on **Send**.

When you reply, you can do any or all of the following:

- Change the subject line.
- Delete all or part of the original text in the body of the message.
- Add your own reply message above or below the original message.
- Break the original message up and reply to specific points or questions as appropriate.

_____7. Modify both the subject and the body of the message and click on **Send**.

_____8. Another useful feature of Outlook Express is Forward Message, which allows you to forward or send-on a message you have received to another person. To start this process, simply click on the **Forward Message** icon:



When you click on **Forward**, Outlook Express assumes you want to forward the message that is highlighted in your Inbox list. A Forward window that looks almost like the Compose Message window appears. All you have to do in this window is enter the address at the "*To:*" location. If you want, you can also edit the "*Subject:*" line and the body of the message.

This concludes Exercise B, Module #4 for Internet Explorer.

SELF-PACED MODULE #4 - EXERCISE C:

INSERTING A FILE INTO YOUR E-MAIL MESSAGE

With Microsoft Outlook Express configured, you can insert a file into your e-mail message. Some e-mail programs refer to this as “attaching a file to your e-mail messages”. This is handy, particularly if you want to send someone a file you have already prepared using some other program such as a word processor, spreadsheet, database, graphics, etc.

Of course, if the content of a text file is all that matters, an easy way to do this is to simply copy and paste the text from a word processor into your e-mail. However, you want the person to be able to load the file into his/her copy of the software you used to prepare the file, such as a word processor. Also, you want all the formatting such as spaces, font size, clipart, etc., to be retained.

The best way to do this is to Insert, or Attach the file to your e-mail message and then send the message. As a result, when the person receives the message, he/she can open it in the software that was originally used to create the file.

The general sequence for inserting and sending files is:

- Start a **New Message**.
- Address your message as usual and add a Subject.
- Click the **Insert File** icon from the Tool Bar:



This will open a “Look in:” box where you can see your file structure.

- Find the file that you want to insert.
- Highlight it and click **Attach**.
- The name of the attached file will appear in the body of your message.
- Write a message if you desire.
- Click **Send**.

The following steps will take you through the process of sending an attachment:

- ____ 1. With Microsoft Outlook Express running, Click **Compose Message**.
- ____ 2. Address the message to yourself and add a subject.
- ____ 3. Click the **Insert File** icon.

- _____ 4. Using the "Look in:" window, select a file, any file on your computer, and select it (highlight it).
- _____ 5. Click **Attach**.
- _____ 5. Enter any message you want for the body of your message.
- _____ 6. Click on **Send**.

This concludes Exercise C, Module #4 for Internet Explorer.

SELF-PACED MODULE #4 - EXERCISE D:

INSERTING A SIGNATURE FILE INTO AN E-MAIL MESSAGE

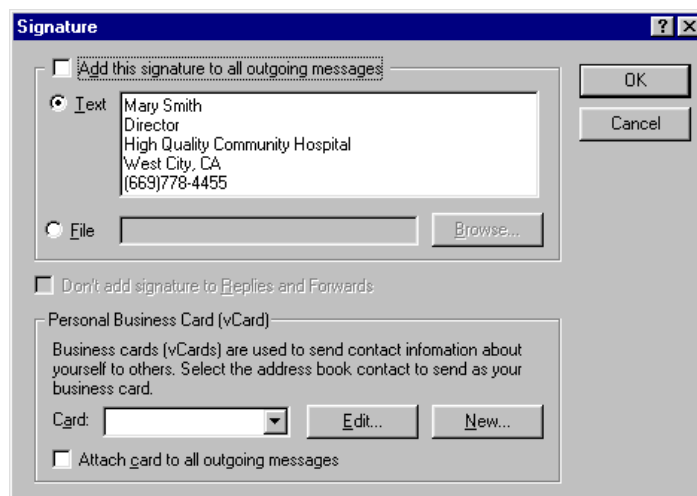
Sometimes when you receive an e-mail message, you do not know whom it is from because the person sending it did not attach his/her name. It is easy to assume, that since an e-mail address goes along with a message, the person receiving the message will know who sent it. This is not always the case, however. Sometimes a person's e-mail address has no resemblance to his/her name. Also, it is often nice to know a little more about the person who sent an e-mail message, such as his/her work place, title, and phone number. There are, of course, certain cautions we want to observe in giving out information over the Internet; but, in most situations, some information is helpful.

A signature file is a small document you can create that contains the information you want people receiving an e-mail message from you to have. The advantage of using a signature file is that Outlook Express allows you to insert such a file with the click on an icon. The general sequence for setting up and using a signature file is this:

- a. From the main menu bar, select **Tools**.
- b. From the tools menu, select **Stationary**.
- c. In the Stationary window, select **Signature**.
- d. In the Signature Window, enter the information you want and click **OK**.
- e. Now when you want to include this signature file, click on the **Insert Signature** icon and it will be inserted into the body of your message.

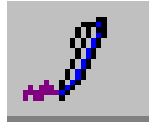
The following steps will take you through the process of creating and using a signature file:

- _____ 1. From the main menu bar, select **Tools**.
- _____ 2. From the tools menu, select **Stationary**.
- _____ 3. In the Stationary window, select **Signature**.
- _____ 4. Select the **Text** option by clicking the Text radial button then enter the information you want to include in your messages in the format you want it to appear in the text box. For example, Mary Smith might use:



_____ 5. Click **OK**.

_____ 6. Start a new message and click the **Insert Signature** icon:



This concludes Exercise D, Module #4 for Internet Explorer.

INTERNET RESOURCES

ALCOHOL, TOBACCO AND OTHER DRUGS

Alcohol

Alcohol-Related Injury and Violence (ARIV)

<http://www.traumafdn.org/alcohol/ariv/>

This site contains materials that support the relationship between alcohol and injury/ violence. It includes fact sheets, literature reviews, research summaries, a searchable library, advocates' stories and e-mail discussion.

Alcoholics Anonymous

<http://www.alcoholics-anonymous.org/>

Home page for the Alcoholics Anonymous World Services Organization.

Another Empty Bottle

<http://www.alcoholismhelp.com/>

A gathering place for alcoholics, friends and families of alcoholics. Site includes chat rooms, a weekly news column and other alcohol information.

Bacchus and Gamma Peer Education Network

<http://www.bacchusgamma.org/>

The BACCHUS and GAMMA Peer Education Network is an international association of college and university-based peer education programs focusing on alcohol abuse prevention and other related student health and safety issues. This site offers access to a catalog of prevention materials, monthly newsletter and conference calendar.

The Center for Science in the Public Interest (CSPI)

<http://www.cspinet.org/>

CSPI seeks to promote health through educating the public about nutrition and alcohol. It represents citizens' interests before legislative, regulatory and judicial bodies, and it works to ensure that advances in science are used for the public's good.

Center on Alcohol Advertising

<http://www.traumafdn.org/alcohol/ads/>

Focus on alcohol advertising, media campaigns and other materials specific to alcohol.

FAS/FAE Information Service

<http://www.ccsa.ca/fasgen.htm>

This sub-directory is quite extensive and will link you to articles, newsletters, a calendar of events, information numbers and an FAS/FAE listserv called FASLINK.

M.A.D.D.

<http://www.madd.org/>

Mother's Against Drunk Driving information. This organization looks for effective solutions to drunk driving and underage drinking problems, while supporting those who have already experienced the pain of these senseless crimes.

Marin Institute

<http://www.marininstitute.org/>

Site provides links to alcohol beverage industry sites, access to the Institute's alcohol industry and policy database and provides links to recovery and self-help organizations among other topics.

National Group Rides and Designated Drivers (National GRADD)

<http://www.ntlgradd.w1.com/>

The mission of National GRADD is to prevent drunken driving tragedies and to save lives among college communities by building and supporting a national network of collegiate safe ride programs.

National Institute on Alcohol Abuse and Alcoholism (NIAAA)

<http://www.niaaa.nih.gov/>

Publications, databases, news and events, grant information and other resources relating to alcohol abuse and alcoholism.

National Organization on Fetal Alcohol Syndrome (NOFAS)

<http://www.nofas.org/>

All of NOFAS's work is dedicated to spreading the message that drinking and pregnancy do not mix.

Rutgers University Center of Alcohol Studies

<http://www.rci.rutgers.edu/~cas2/>

A multidisciplinary institute dedicated to acquisition and dissemination of knowledge on psychoactive substance use and related phenomena with primary emphasis on alcohol use and consequences.

Tobacco Action on Smoking and Health (ASH)

<http://www.ash.org/>

A national organization devoted to the problems of smoking and to protecting nonsmokers' rights.

American Cancer Society

<http://www.cancer.org/>

Visit this site to quickly connect with the American Cancer Society chapter in your area and to find out about ACS's latest news and support services.

Campaign for Tobacco-Free Kids

<http://www.tobaccofreekids.org/>

The Campaign for Tobacco-Free Kids is the largest non-government initiative ever launched to protect children from tobacco addiction. This site provides recent news and information and links to sites with research data online.

FDA's Children and Tobacco

<http://www.fda.gov/opacom/campaigns/tobacco.html>

The August 23, 1996, press release and fact sheets about FDN's regulation of cigarettes and smokeless tobacco, as well as executive summaries of the final rule and annex jurisdictional determination) and full texts of all related Federal Register documents from 1995 and 1996 are available at this site.

Kickbutt

<http://kickbutt.org/>

Developed by Washington DOC (Doctors Ought to Care) on behalf of the tobacco control community. The goal of Kickbutt is to link different tobacco control groups, improve access to vital information, and provide communities with the necessary tools to work for change.

The Master Anti-Smoking Page

<http://www.smokefreekids.com/smoke.htm>

Designed to help people quit smoking and to help people not start.

The QuitNet

<http://www.quitnet.org/>

Smoking cessation information from the Massachusetts Tobacco Control Program.

Smokescreen Action Network

<http://www.smokescreen.org/>

Tobacco issues are presented with daily news updates, access to online documents, discussion areas and the ability to personalize the information for your own needs.

Tobacco BBS

<http://www.tobacco.org/>

Tobacco BBS (Bulletin Board System) is a free resource center focusing on tobacco and smoking issues. It features news, information, assistance for smokers trying to quit, alerts for tobacco control advocates, and open debate on a wide spectrum of tobacco issues.

Tobacco Control Archives (TCA)

<http://www.library.ucsf.edu/tobacco>

The University of California at San Francisco Library provides access to the Tobacco Control Archives, a central, organized source for papers, unpublished documents and electronic resources relevant to tobacco control issues.

Tobacco Control Resource Center

<http://www.tobacco.neu.edu/>

Included are news events, Tobacco Talk, a Web-based forum, attorney general's tobacco cases, links to other related sites and the FDA regulations, instructions on how to determine if an ordinance is preempted by the regulations, and if it is, how to seek a waiver.

Other Drugs (General)

Includes sites that give equal coverage to alcohol, tobacco and other drugs or strictly to drugs other than alcohol or tobacco.

Addictions and Life Web Site, Drug Slang Words

<http://www.addictions.org/slang.htm>

This easy to search site does a nice job of defining thousands of drug abuse signs, symptoms and terms associated with various addictions. The full 44 page document can also be downloaded and viewers are encouraged to contribute to this collection of terms.

Center on Addiction and Substance Abuse (CASA)

<http://www.casacolumbia.org/home.htm>

CASA is a unique think/action tank that brings together all of the professional disciplines (health policy, medicine and nursing, communications, economics, sociology and anthropology, law and law enforcement, business, religion and education) needed to study and combat all forms of substance abuse-illegal drugs, pills, alcohol and tobacco-as they affect society.

CNN Weed Wars: Marijuana as Medicine

<http://www.cnn.com/HEALTH/9702/weed.wars/>

CNN has put together some extensive coverage on the debate over medicinal uses of marijuana. Follow the link to see their story.

Drug Watch International

<http://www.drugwatch.org/>

The purpose of Drug Watch is to provide the public, policymakers and the media with current drug information, factual research and expert resources, and to counter measures aimed at drug legalization.

Food and Drug Administration (FDA)

<http://www.fda.gov/>

FDA is one of our nation's oldest consumer protection agencies. Its approximately 9,000 employees monitor the manufacture, import, transport, storage and sale of about \$1 trillion worth of products each year.

Hazelden Foundation

<http://www.hazelden.org/>

A comprehensive collection of resources for people in recovery, for those concerned about themselves, friends and relatives and professionals who treat the physical effects of alcoholism and other drug abuse.

The Higher Education Center for Alcohol and Other Drug Prevention

<http://www.edc.org/hec/>

An organization providing nationwide support for campus alcohol and illicit drug prevention efforts.

Join Together Online

<http://www.jointogether.org/>

An electronic resource center on substance abuse and gun violence, funded in part by the Robert Wood Johnson Foundation.

The Monitoring the Future Study

<http://www.isr.umich.edu/src/mtf/>

This is the home of the national annual survey of 8th, 10th and 12th grade students. Many data tables are available here before they're available in print anywhere.

The National Association of State Alcohol and Drug Abuse Directors (NASADAD)

<http://www.nasadad.org/>

NASADAD is a private, not-for-profit educational, scientific and informational organization. The purpose of this organization is to foster and support the development of effective alcohol and other drug abuse prevention and treatment programs throughout every state.

National Clearinghouse for Alcohol and Drug Information (NCADI)

<http://www.health.org/>

Also called PREVLine (Prevention Online), this substance abuse resource is from the Center for Substance Abuse Prevention. It provides daily updates on prevention resources, publications, various SAMHSA sponsored campaigns, and NCADI research briefs.

National Council on Alcoholism and Drug Dependence Inc. (NCADD)

<http://www.ncadd.org/>

Site provides action alerts, advocacy information, covers advertising issues and covers national alcohol and other drug related legislation.

National Guard Site

<http://www.ngb.dtic.mil/>

The National Guard is involved in drug demand reduction and drug interdiction. Search this site for information on both topics as well as statistics on the Guard's successes.

National Inhalant Prevention Coalition

<http://www.inhalants.org/>

This site specializes in inhalant prevention and awareness education.

National Institute on Drug Abuse (NIDA)

<http://www.nida.nih.gov/>

An institute organized into divisions and offices, each of which plays an important role in programs of drug abuse research.

NIDA Infobox

<http://www.nida.nih.gov/NIDACapsules/NCIndex.html>

Includes statistics on drug abuse, drug profiles and special population issues.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

<http://www.ncjrs.org/ojjhome.htm>

OJJDP provides federal leadership on juvenile justice and delinquency prevention efforts, which include alcohol and other substance use and abuse. Of special interest on this site is the compendium of prevention resources for combating underage drinking (<http://www.ncjrs.org/ojjdp/underage/contents.html>). Federal, state, local and private resource links are listed.

Office of National Drug Control Policy (ONDCP)

<http://www.whitehousedrugpolicy.gov/>

The principal purpose of ONDCP is to establish policies, priorities and objectives for the Nation's drug control program. Its goals are to reduce illicit drug use, manufacturing and trafficking, drug-related crime and violence, and drug-related health consequences, including drug, alcohol, and tobacco use among youth.

ONDCP Drugs and Crime Clearinghouse

<http://www.ncjrs.org/drgshome.htm>

This clearinghouse specializes in disseminating information on drug use trends, drug related crime issues and national drug control policy. The clearinghouse is a component of the National Criminal Justice Reference Service.

Parents Resource Institute for Drug Education (PRIDE)

<http://www.prideusa.org/>

PRIDE USA is devoted to drug abuse prevention through education.

Partnership for a Drug-Free America

<http://www.drugfreeamerica.org/>

Comprehensive drug information, parenting resources and frequently asked questions about drug-related issues.

Reality Check

<http://www.health.org/reality/index.htm>

The Center for Substance Abuse Prevention has created the REALITY CHECK Web site—your source for marijuana prevention publications, information and other tools. Site includes a community kit and parents guide along with full-text fact sheets.

Safe and Drug-Free Schools Program

<http://inet.ed.gov/offices/OESE/SDFS/>

The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our nation's schools.

Substance Abuse and Mental Health Services Administration (SAMHSA)

<http://www.samhsa.gov/>

SAMHSA's mission is to assure that quality substance abuse and mental health services are available to the people who need them, and to ensure that prevention and treatment knowledge is used more effectively in the general health care system. (Managed care is among the topics covered on this site.)

United Nations International Drug Control Programme (UNDCP)

<http://www.undcp.org/>

UNDCP is the United Nations Agency responsible for coordinating activities relating to the international control of narcotic drugs and psychotropic substances.

COMMUNITY ASSET BUILDING AND HEALTHY COMMUNITIES

Community Anti-Drug Coalition of America (CADCA)

<http://www.cadca.org/>

This site features CADCA's weekly updates, positions on public policy, and information about membership and training opportunities.

Resiliency in Action

<http://www.resiliency.com/>

The purpose of this site is to spread the news of resiliency through sharing research and facilitating the practical application and evaluation of the resiliency paradigm.

U.S. Department of Education

<http://www.ed.gov/>

A wealth of information for teachers, administrators, policymakers, researchers, parents, students and others with a stake in education.

Indian Health Service

<http://www.ihs.gov/>

This page is designed to raise the health status of American Indians and Alaskan Natives to the highest level.

National Families in Action

<http://www.emory.edu/NFIA/>

Provides accurate drug information to parents and young people. Outstanding features of this site include "ask the experts" and a cultural connection to other ethnic groups working in the area of substance abuse prevention.

NCADI Multicultural Prevention

<http://www.health.org/multicul/index.htm>

This NCADI sponsored site provides access to culturally relevant substance abuse prevention and treatment information, programs and research.

The Office of Minority Health Resource Center (OMHRC)

<http://www.omhrc.gov/index.htm>

This resource center offers information on a variety of health topics, including substance abuse, cancer, heart disease, violence, diabetes, HIV/AIDS and infant mortality. OMH-RC offers customized database searches, publications, mailing lists, referrals and more regarding American Indian and Alaska Native, African American, Asian American and Pacific Islander, and Hispanic populations.

Resources for Diversity

<http://alabanza.com/kabacoff/Inter-links/diversity.html>

This section of Inter-Links, an Internet navigator, resource locator and tutorial, provides a sampling of diversity resources available on the net.

GOVERNMENT AND LEGISLATION

Federal Resources

CapWeb (the Internet Guide to the Congress)

<http://www.capweb.net/>

Not an official product of the U.S. Congress, any legislative branch agency, or any other government agency. CapWeb was designed to be an effective means of providing information about Congress and links to related Internet resources via the World Wide Web.

Catalog of Federal Domestic Assistance (CFDA)

<http://www.gsa.gov/fdac>

The Catalog of Federal Domestic Assistance (CFDA) is a government-wide compendium of Federal programs, projects, services and activities which provide assistance or benefits to the American public. It contains financial and nonfinancial assistance programs administered by the Federal government.

The Federal Web Locator

<http://www.law.vill.edu/Fed-Agency/fedwebloc.html>

This site is intended to be a one stop point of reference for federal government information on the World Wide Web.

Fedstats

<http://www.datos.org/>

More than 70 agencies in the United States Federal Government produce statistics of interest to the public. The Federal Interagency Council on Statistical Policy maintains this site to provide easy access to the full range of statistics and information produced by these agencies for public use.

FedWorld

<http://www.fedworld.gov/>

An information network designed to access U.S. Government information online.

THOMAS

<http://thomas.loc.gov/>

Legislative information online provided by the U.S. Congress through its library.

U.S. House of Representatives

<http://www.house.gov/>

Provides public access to legislative information of the House.

U.S. Senate

<http://www.senate.gov/>

Provides public access to legislative information of the Senate.

White House

<http://www.whitehouse.gov/>

Contains information on the President, Vice President, history of the White House and today's hot topics.

HEALTH CARE AND HMOs

American Medical Association (AMA)

<http://www.ama-assn.org/>

The AMA's Web mission is "to continue to lead the world in the collection, validation and distribution of the most reliable medical, health and professional information by using new and varied media to promote the science and art of medicine and the betterment of the public health." Includes access to the Journal of the American Medical Association (JAMA).

American Public Health Association (APHA)

<http://www.apha.org/>

The APHA and its Web site are concerned with a broad set of issues affecting personal and environmental health, including federal and state funding for health programs, pollution control, programs and policies related to chronic and infectious diseases, a smokefree society by the year 2000, and professional education in public health.

HEALTH AND HEALTH PROMOTION

American Heart Association

<http://www.amhrt.org/>

A nationwide organization of volunteers working together to fight the nation's number one killer, cardiovascular disease and stroke.

Centers for Disease Control

<http://www.cdc.gov/>

A national organization with the primary mission to promote health and quality of life by preventing and controlling disease, injury and disability.

Health A to Z

<http://www.HealthAtoZ.com/>

Health A to Z is a Web site directory and search engine that has been cataloged by medical professionals who have an understanding and strong background in health and medicine.

Healthfinder™

<http://www.healthfinder.org/>

Healthfinder™ is a gateway consumer health information Web site from the U.S. government. This site can lead you to selected online publications, databases, Web sites, and support and self-help groups, as well as the government agencies and not-for-profit organizations that produce reliable health information for the public.

HealthWeb

<http://healthweb.org/>

Provides links to specific, evaluated information resources on the Web selected by librarians and information professionals at leading academic medical centers in the Midwest. Selection emphasizes quality information aimed at assisting health care professionals as well as consumers in solving their information problems. Pay special attention to the public health,

substance abuse, consumer health and minority health subject areas of this site.

National Institute of Mental Health (NIMH)

<http://www.nimh.nih.gov/>

This Federal agency conducts and supports research nationwide on mental illness and mental health, including studies of the brain, behavior and mental health services.

National Institutes of Health

<http://www.nih.gov/>

The federal focal point for biomedical research in the U.S. to acquire new knowledge to help prevent, detect, diagnose and treat disease and disability.

National Mentoring Partnership

<http://www.mentoring.org/>

The National Mentoring Partnership seeks to increase the availability of responsible personal and economic mentoring for America's young people. Their goal is to have two million children in responsible mentoring relationships by the year 2000.

The Office of Disease Prevention and Health Promotion

<http://odphp.oash.dhhs.gov/>

The Office of Disease Prevention and Health Promotion works to strengthen the disease prevention and health promotion priorities of the U.S. Department of Health and Human Services within the collaborative framework of its agencies.

U.S. Department of Health and Human Services

<http://www.os.dhhs.gov/>

Includes some 250 programs for protecting the health of all Americans and providing human services.

MEDIA

The Badvertising Institute

<http://world.std.com/~batteryb/index.html>

Assistance for those who seek to diminish the effects of cigarette advertising on children.

Media Literacy from the National Clearinghouse on Alcohol and Drug Information (NCADI)

<http://www.health.org/medlitnew/>

This site provides tools to use media literacy to help youth to think for themselves and resist powerful messages that stimulate interest and reinforce social pressure about using drugs.

Project KNOW

<http://www.projectknow.com/>

Project KNOW is an Internet activity supporting the National Youth Anti-Drug Media Campaign. The Project KNOW Web site was created to tell the truth about drugs—from the perspective of kids, parents, and experts.

ORGANIZATIONAL RESOURCES

Grants and grantseeking resources

The Foundation Center

<http://www.fdncenter.org/>

Information for grantseekers and grantmakers.

Grant Search and Information

<http://www.silcom.com/~paladin/grants.html>

Grant-related information.

Grantscape

<http://www.grantscape.com/>

Through this site Grantscape offers fund raising and management resources for grantseekers and nonprofit executives.

GrantsNet

<http://www.os.dhhs.gov/progorg/grantsnet/>

A tool for finding and exchanging information about U.S. Department of Health and Human Services and selected other federal grant programs.

GuideStar

<http://www.guidestar.org/>

GuideStar is a free information service on the programs and finances of more than 600,000 charities and non-profits. The database of non-profits is searchable by several different criteria. The site also offers news on philanthropy and other resources for donors and volunteers.

Internet Resources for Grants and Foundations

<http://www.ala.org/acrl/resmay97.html>

The American Library Association reviewed and selected over 30 sites intended to provide an introduction to the subject of grants and foundations.

Join Together's Funding News

<http://www.jointogether.org/sa/resources/funding/>

Easy-to-use grant news and tips, grant announcements listed by summary view and deadline view, and current links to follow the money to online foundations and federal agencies.

Statistics, databases and information sources

It is not always clear where to place links by subject due to the broad coverage that some sites provide. Be sure to also check out the links in the Other Drugs, General category.

The library page (<http://www.benton.org/Library/>) has some excellent descriptions of how various communication media (video, radio, TV, etc.) have been used in different communities to motivate and mobilize for change.

Centers for the Application of Prevention Technologies (CAPT)

The fundamental mission of the national CAPT system is to bring research to practice. The CAPT system is designed to work with states and local

communities, policymakers and local leaders, agencies and task forces to apply science-based prevention technology that works. The process of transferring proven research to daily application involves taking knowledge and packaging it into practical, user-friendly formats, and facilitating its adoption in the field.

Central CAPT

<http://www.miph.org/capt/>

Northeast CAPT

<http://www2.edc.org/capt/>

Southeast CAPT

<http://www.cenaccsys.com/secapt/>

Southwest CAPT

<http://www.swcapt.org>

Western CAPT

<http://www.unr.edu/westcapt>

Impact Online

<http://www.impactonline.org/>

Impact Online is a nonprofit organization dedicated to increasing volunteerism through the Internet. It offers Volunteer America, a matching service for volunteers and nonprofits, Virtual Volunteering, a research project on volunteer activities which can be completed over the Internet, and information and resources on volunteerism.

Independent Sector

<http://www.indepsec.org/>

Provides statistics and reports of initiatives related to philanthropy, charities and volunteerism.

Information for Nonprofits

<http://www.nonprofit-info.org/>

Bulletins and frequently asked questions for people involved with nonprofit organizations.

Internet Nonprofit Center

<http://nonprofits.org/>

Claims to have information on more nonprofits than any other site in the world. Includes a library, nonprofit locator, gallery of organizations and a strong links section.

The Library of Congress

<http://lcweb.loc.gov/>

Includes historical collections, databases and access to other governmental information systems.

National Center for Health Statistics

<http://www.cdc.gov/nchswww/>

From the Centers for Disease Control and Prevention, a federal agency that monitors the nation's health.

National Criminal Justice Reference Service (NCJRS)

<http://www.ncjrs.org/>

An extensive source of information on criminal and juvenile justice. Includes information from the Bureau of Justice Statistics and the White House Office of National Drug Control Policy.

National Institutes of Health Grant Page

<http://www.nih.gov/grants/>

Includes a grants page, contracts page, NIH guide for grants and contracts, and pages of the Institutes, Centers and Divisions of the NIH.

The National Library of Medicine

<http://www.nlm.nih.gov/nlmhome.html>

The National Library of Medicine Web site contains every significant program of the Library from medical history to biotechnology as well as access to free MEDLine searches.

Nonprofit Resources Catalog

<http://www.clark.net/pub/pwalker/me.html>

Links to over 2000 sites on fund raising, resources, human services, government and United Ways.

OMB Watch

<http://www.rtk.net/>

Provides information aimed at nonprofit advocacy and information policy.

Pathways to School Improvement

<http://www.ncrel.org/sdrs/pathwayg.htm>

This site is a product of the North Central Regional Educational Laboratory in cooperation with the Regional Educational Laboratory network. Take special note of the excellent resources in the at-risk and safe-and-drug-free portion of the site.

Philanthropy Journal Online

<http://www.philanthropy-journal.org/>

This is a news site for resource development. The site provides information on grants, fund raising, career opportunities and a calendar of events to nonprofit organizations. Grant writers can subscribe to the electronic newsletter called "PJ Alert."

RAND Homepage

<http://www.rand.org/>

RAND is a nonprofit institution that helps improve public policy through research and analysis.

The Robert Wood Johnson Foundation

<http://www.rwjf.org/>

The nation's largest philanthropy devoted to health care. This site contains information about current calls for proposals, funding information and many publications and resources.

U.S. Bureau of the Census

<http://www.census.gov/>

Official statistics on the U.S. and world census.

U.S. Nonprofit Gateway

<http://www.nonprofit.gov/>

A network of links to federal government information and services of use to nonprofit organizations.

W.K. Kellogg Foundation

<http://www.wkkf.org/>

A nonprofit organization whose mission is "to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations."

PARENTS, YOUTH AND FAMILIES

American Academy of Child & Adolescent Psychiatry (AACAP)

<http://www.aacap.org/web/aacap/>

The AACAP developed Facts for Families to provide concise and up-to-date information on issues that affect children, teenagers and their families. There are currently 56 full-text fact sheets in this award winning series and all are available in English or Spanish at this site.

America's Promise

<http://www.americaspromise.org/>

America's Promise is a nonprofit alliance of businesses, communities and public agencies focusing on providing resources for at-risk children. This site provides information on how to get involved plus news and politics.

KidsHealth at the American Medical Association

<http://www.ama-assn.org/kidshealth/>

Contains children's health information on a variety of topics, including nutrition, first aid, childhood infections, childhood development, and safety and accident prevention.

National Association for Children of Alcoholics (NACOA)

<http://www.health.org/nacoa/>

Information and resources for children of alcoholics, adult children of alcoholics and for families dealing with alcoholism or drug dependencies.

National Families in Action

<http://www.emory.edu/NFIA/>

Provides accurate drug information to parents and young people; outstanding features of this site include "ask the experts" and a cultural connection to other ethnic groups working in the area of substance abuse prevention.

Youthinfo

<http://youth.os.dhhs.gov/>

A Web site developed by the U.S. Department of Health and Human Services (HHS) to provide you with the latest information about America's adolescents. YouthInfo currently includes the following: a statistical profile of America's teenagers; the latest reports and publications about adolescents; information for parents of teens; speeches by federal officials on youth topics; links to youth-related Web sites at HHS, other federal agencies, private foundations and research organizations; and information about awards Youthinfo has received.

VIOLENCE**U.S. Department of Justice (DOJ)**

<http://www.usdoj.gov/>

As the largest law firm in the nation, DOJ serves as counsel for its citizens, representing them in enforcing the law in the public interest.